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0Program Approval Protocol for Spanish Education Major

Grade Level Preparation 7-12

*Programs that have been revised and officially approved by DESE in the last two years (2021-2022 or 2022-2023) are only required to include items marked with an \*asterisk. However, for all other program revisions, it is mandatory to include all the items listed below*.

\*1. **Cover Sheet** (*See Attached*)

\*2. **Rationale**

1. Education programs at the University of Arkansas Fayetteville are revising programs to meet the requirements for the yearlong residency required by the Arkansas Department of Elementary and Secondary Education.

# \*3. Institutional Approval

1. Forms must be submitted through the University of Arkansas Program Management System. Following initial approval, the online form and associated documents will be submitted to the next approval level and proceed through the college approval process until the proposal reaches the office of the dean for college or school approval, or all participating deans, if more than one school or college is involved.

Proposals for all teacher education program changes proceed from the University Teacher Education Board (UTEB) to the college, which will forward the proposals to the University Course and Programs Committee for review. For actions to be reviewed by the University Course and Programs Committee in each month, the proposal must be at the University Course and Programs Committee level by the second Friday of that month. Actions involving curricula of undergraduate or professional programs must be reviewed by the University Course and Programs Committee and, for core courses, by the Core Curriculum Committee (CCC) prior to action by the Faculty Senate. Actions involving changes to graduate programs must be reviewed by the University Course and Programs Committee prior to action by the Graduate Council and Faculty Senate.

Certain program changes must be approved by or reported to the Board of Trustees and the Arkansas Higher Education Coordinating Board (see Board Policy 620.1 and the ADHE Criteria document identified on page one for further details). Among them are the initiation of new programs and substantive program changes including offering a program at an additional (off-campus) site. Many other changes must be reported (such as name changes and changes in organizational structure) and may be reviewed for action. All program change proposals are reviewed following campus approval to determine which are to be sent forward. All campus actions requiring action by either board or notification to either board will be handled by the provost, on behalf of the chancellor. Such actions will be reported by letter to the president for inclusion as agenda items for one or both boards. All materials for either board must be submitted to the office of the provost in electronic format. Items will not be submitted to ADHE for review until they have been approved by the Faculty Senate. Given that agenda items must be submitted no later than 120 days prior to the target AHECB meeting, Faculty Senate approval must be received at least four months in advance of that date. For programs requiring no off-campus approval, Faculty Senate approval will be considered notification to the campus that the program change will be implemented effective with the academic year in which the change is included in the catalog or the proposed effective date, if different, unless other notification is provided by the provost.

The Curriculum Approval Process is described in the Academic Policy 1622.20

(<https://provost.uark.edu/policies/162220.php> ). The Workflow Steps for Program/Unit Changes are also provided on the registrar’s website (<https://registrar.uark.edu/program-unitchanges/index.php> ).

1. Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities outlined in 3.a. If approval has not been granted, indicate when approval is expected.

Official documentation will be provided by the university.

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# Documentation of Revisions

* 1. **Changes to the Curriculum**

\*i The current program of study and the proposed program of study for Spanish Education can be found in *Appendix A*

\*ii A curriculum matrix displaying course alignment with the competencies for Spanish Education, grades 7-12, can be found in *Appendix B.*

\*iii The Arkansas Teaching Standards matrix for first-time licensure programs documenting how the Arkansas Teaching Standards are covered in Spanish Education program are found in Appendix *C*.

. \*iv Our programs use the TESS for Aspiring Teachers ([TESS for aspiring teachers](https://dese.ade.arkansas.gov/Files/Aspiring_TESS_Rubric_2023_November_EEF.pdf)), for our programs of study. The aspiring teacher rubric is used to assess candidate readiness across the four domains of teacher practice: (1) planning and preparation; (2) classroom environment; (3) instruction; (4) professional responsibilities. This assessment takes place at the end of the first and second semesters of residency. Teacher candidates self-assess their readiness. Mentor teachers and university supervisors assess their readiness. This creates three evaluations of the candidates’ performance relevant to the aspiring teacher rubric.

# \*v For programs approved in the past two years:

# N/A

# For all other programs not approved in the past two years:

Course syllabi listed below on Appendix XX

\*vi There have been no changes to common assessments.

# \*b. Program Partnerships and One-Year Supervised Residency

Candidates completing first-time licensure programs in May 2027 and thereafter must have completed a one-year supervised residency alongside an experienced mentor teacher in a school setting.

* + 1. [One-Year Supervised Residency Handbook - DRAFT](https://uark.box.com/s/o1dghijaf2j8ci5egz2b47w0fwjof9zl)
    2. Plan for implementing a one-year supervised residency that details the timeline and proposed 8-semester degree plan and ensures the minimum requirements are met:
       1. Our program engages candidates in substantial, quality participation in field experiences (such as observations and practicums) and supervised clinical practice (such as student teaching and internships), in the applicable licensure level and content area. This includes
          - A minimum of 18 hours a week in semester one, and a minimum of 24 hours a week in semester two with a minimum total of 270 hours for semester one and 360 hours for semester two for the yearlong internship.
          - Candidates in our programs will be placed in internship experiences that are in a variety of placements. These experiences will allow candidates to engage with students who may come from a wide range of linguistically, culturally, and academic experiences.
          - Settings adhere to requirements outlined in the current [DESE Rules Governing Educator Licensure](https://dese.ade.arkansas.gov/Files/Educator_Licensure_(Effective_6-2-22)_Legal.pdf)
       2. All clinical educators responsible for supervising candidates adhere to a high standard. They must hold a Master’s degree or higher associated with the content area or licensure area being supported. Clinical educators are trained in coaching and observation and have attended training in using the Aspiring Teacher Rubric for coaching.
       3. Verification of training in the system of support, development, and appraisal of teacher performance (e.g., TESS) has taken place each year the clinical educator is supporting candidates. Candidates have also been trained in the **Aspiring Teacher Rubric** and how to reflect on their teaching using the observation tool.
       4. Candidates in each program are provided a combination of field experiences and supervised clinical practice across the entire grade level of the license being sought. The Director of Field Placement along with the program faculty ensure that candidates are placed in the settings need to meet their grade band.

# General Requirements for Traditional Programs:

* For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](https://dese.ade.arkansas.gov/Offices/educator-effectiveness/licensure/background-checks).
* Candidates must have at least ninety hours of course credit before the start of semester one of the residency. During residency, candidates may have a maximum of 15 credit hours for each semester of residency.
* A one-year supervised residency shall include a yearlong clinical placement for a minimum of 3 days (18 hours) per week in the first semester and 4 days (24 hours) per week in the second semester. Programs may also use a semester equivalent (270 hours in the first semester and 360 hours in the second semester) for licensure areas that do not follow a traditional weekly schedule. The residency must span two consecutive semesters; Fall to Spring or Spring to Fall.
* A one-year supervised residency shall take place in a public-school classroom, including public charter classrooms or an accredited private school classroom.

# Requirements of the Traditional Educator Preparation Programs:

1. A clinical supervisor from the institution is assigned candidates based on his or her content area expertise in alignment with experience and degree requirements. The clinical supervisor should be current with all training including DESE-recognized coaching and Aspiring Teacher Rubric Training. This training is completed within the educator preparation program or attended through a DESE-approved training. The clinical supervisor supports, coaches, and trains the candidates through, but is not limited to the following:
   1. Candidates are formally observed and evaluated three times per semester (six for the year) by the clinical supervisor using the Aspiring Teacher rubric.
   2. The clinical supervisor will share observation with the candidate at the end of each observation. This information will also be shared with the mentor teacher. A feedback plan will include goals for the next observation.
2. The program will ensure the district assigns one experienced mentor teacher who is supporting no more than two total pre-service educators.   
   1. Training: Mentors will be trained to support, evaluate, and coach the candidate. Each mentor will participate in mentor training each year he or she is supporting a teacher candidate.

1. Our EPP and K-12 districts meet for two formal partnership meetings, one in the fall and one in the spring. These University Partnership meetings include all partners in Northwest Arkansas. Programs meet with school partners to discuss common assessment data. Partnership decisions are made based on data such as survey data from completers and employers as well as licensure pass rates. The University Teacher Education Board, which consists of school partner, faculty and student representatives, meets monthly to discuss program decisions.
2. A copy of the MOU signed by districts can be found in *Appendix F.* The MOU includes:
   1. Goals of partnership
   2. Responsibilities of the district
   3. Responsibilities of the EPP
   4. Joint responsibilities
   5. Timelines/Schedules for walk-throughs, meetings, and other communications
3. In addition to the requirements above, a candidate working as a Teacher of Record during a traditional internship within a requesting school district shall follow the requirements below:
   1. For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](https://dese.ade.arkansas.gov/Offices/educator-effectiveness/licensure/background-checks).
   2. Candidates must have an approved Aspiring Teacher Permit on file with DESE have met all first-time licensure requirements as referenced in [3-1.03.1 of the Licensure Rules](https://dese.ade.arkansas.gov/Files/Educator_Licensure_(Effective_6-2-22)_Legal.pdf), and received passing scores on all content area assessments required (including the stand-alone reading assessment for elementary education K-6 and special education K-12).
   3. Candidates must have at least ninety hours of course credit before the start of semester one of using the Aspiring Teacher Permit.
   4. The Aspiring teacher permit experience shall take place in a public- school classroom, including public charter classrooms with an experienced mentor teacher assigned by the district.

# c. Transition to DLT Format

1. Submit a rationale for the transition.
2. Submit a current program of study identifying the courses in the program that will be delivered totally or partially via distance learning technology.
3. Describe the methods for instructor-to-student and student-to-student interaction in the distance learning courses/modules, including synchronous (e.g., videoconferencing and chat) and asynchronous (e.g., email and discussion boards) methods.
4. Describe the assessment processes used in the courses to determine students’ achievement of intended outcomes
5. Submit syllabi for DLT courses that reflect the revised methods for interaction and assessment processes.

# Note: HLC policy requires an institution to seek HLC's prior approval if the institution plans to initiate or expand its distance education offerings. When initiation or expansion is anticipated beyond the terms of its current HLC stipulation, an institution must submit a substantive change request to HLC.

\*d. **Changes to Policies Overseeing Candidate Quality**

1. There have been no changes to entry requirements. Students are defined as teacher candidates once they have been officially admitted into their teacher education program.
2. There have been no changes to retention procedures.
3. A candidate is a successful program completer once they have graduated from their program. All candidates must follow a degree plan as well as requirements such as grade point average. The licensure officer will recommend a candidate for Arkansas licensure once the degree has conferred, and all licensure requirements are fulfilled (i.e. professional development and licensure testing).

\*5. **Transition Plan**

The transition plan for (Spanish Education) is as follows:

1. Students with anticipated graduation dates of Spring 2026 or earlier will follow the current program of study.
2. Students with an anticipated graduation date of Spring 2027 will transition into the proposed program of study during the Fall 2025 semester. This transition will include enrolling in the new Teaching Residency course during Fall 2026, followed by enrolling in Advanced Teaching Residency course in Spring 2027.

**Appendix A**

**Current Program of Study**

**Spanish Education Degree Plan in 8 Semesters**:

8 Semester BAT Plan Spanish

Fall Year One Spring Year One

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course # | Title | Hrs | Course # | Title | Hrs |
| \*ENGL 1013 | Composition I | 3 | \*ENGL 1023 | Composition II | 3 |
| \*MATH 1203 (or Higher) | College Algebra | 3 | \*Science Core w/Lab |  | 4 |
| \*Social Sciences |  | 3 | \*COMM 1023 | Communication in a Diverse World | 3 |
| \*Humanities | Intermediate Spanish 1 SPAN 2003 | 3 | SPAN 2013 or higher course | Intermediate Spanish II or  Spanish for Heritage Speakers 1 SPAN 2123 | 3 |
| CIED 1013 | Introduction to Education | 3 | CIED 1003  Online | Introduction to Technology in Education | 3 |
| Total |  | 15 | Total |  | 16 |

Fall Year Two Spring Year Two

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course # | Title | Hrs | Course # | Title | Hrs |
| \*Fine Arts |  | 3 | \*US History |  | 3 |
| \*Social Sciences |  | 3 | \*Science Core w/Lab |  | 4 |
| SPAN 3103  Or higher course | Cultural Readings | 3 | SPAN 3033  Or higher course | Conversation & Composition | 3 |
| SPAN 3003 or SPAN 3123 | Advanced Grammar or Spanish for Heritage Speakers II | 3 | SPAN 3113 or higher course | Introduction to Literature | 3 |
| CIED 2173 | Literacy in America | 3 | EDST 3223 | American Educational History | 3 |
| Total |  | 15 |  |  | 16 |

Fall Year Three Spring Year Three

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course # | Title | Hrs | Course # | Title | Hrs |
| SPAN 4003 or  SPAN 4123 | Advanced Grammar or Spanish for Heritage Speakers III | 3 | Elective |  | 3 |
| SPAN 4000-level course in literature, culture, or special topics | See recommended electives | 3 | SPAN 4000-level course in literature, culture, or special topics | See recommended electives | 3 |
|  |  |  | SPAN 4000-level course in literature, culture, or special topics | See recommended electives | 3 |
| Elective |  | 3 | Elective |  | 3 |
| SEED 4263 | Assessment/Program Evaluation | 3 | CIED 3033 | Classroom Learning Theory | 3 |
| CIED 4403 | Understanding Cultures in the Classroom | 3 | SEED 4022 | Classroom Management | 2 |
| Total |  | 15 |  |  | 17 |

Fall Year Four Spring Year Four

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course # | Title | Hrs | Course # | Title | Hrs |
| SPAN 4623 | Advanced Proficiency in Spanish | 3 | CIED 4023  Online or CIED 3023 or Elective | Teaching Inclusion in Secondary Settings or Survey of Exceptionalities | 3 |
| CIED 4013 | Capstone Course for Foreign Language Licensure | 3 |  |  |  |
| SEED 4443 | Methods of Teaching Foreign Language K-12 | 3 | SEED 4523 | Instructional Practices in Teaching Foreign Languages | 3 |
| SEED 328v | Teaching Experiences: Practicum | 2 | CIED 428v | Teaching Experiences:  Internship | 6 |
| CIED 4023  Online or CIED 3023 or Elective | Teaching Inclusion in Secondary Settings or Survey of Exceptionalities | 3 |  |  |  |
| Total |  | 14 |  |  | 12 |
| Program Total | 120 hours | 59 |  |  | 61 |

Students must complete the [State Minimum Core requirements](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgened%2Fstateminimum%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069611524&sdata=4bJ2Oob83N8KfTkGD%2F1XG8924jwOx8pTlw8lWNAGp0s%3D&reserved=0) as outlined in the Catalog of Studies. The courses that meet the state minimum core also fulfill many of the university's [General Education requirements](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgened%2Fgeneraleducation%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069621479&sdata=QptR3u0pvU0Z%2BDWRVEfAqIMsYNX4KXEgX2JdEJJY7Go%3D&reserved=0), although there are additional considerations to satisfy the general education learning outcomes. Students are encouraged to consult with their academic adviser when making course selections.

**APPENDIX A**

**Proposed Program of Study**

Students must complete the [State Minimum Core requirements](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgened%2Fstateminimum%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069611524&sdata=4bJ2Oob83N8KfTkGD%2F1XG8924jwOx8pTlw8lWNAGp0s%3D&reserved=0) as outlined in the Catalog of Studies. The courses that meet the state minimum core also fulfill many of the university's [General Education requirements](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgened%2Fgeneraleducation%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069621479&sdata=QptR3u0pvU0Z%2BDWRVEfAqIMsYNX4KXEgX2JdEJJY7Go%3D&reserved=0), although there are additional considerations to satisfy the general education learning outcomes. Students are encouraged to consult with their academic adviser when making course selections.

**APPENDIX B**

**Course Alignment with ADE Content Competencies – Spanish Education**

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| --- |
| **Foreign Language, Grades K-12** |
| **SPANISH** | SPAN 20103 | SPAN 30003 | SPAN 30303 | SPAN 40003 | SPAN 41303 | SPAN 45603 | SPAN 41003 | SPAN 42203 | SPAN 41103 | SEED 32803 | SEED 44403 | SEED 45203 | SEED 40603 |
| **1. Language Acquisition and Knowledge of Student Needs** |  | SPAN 31203 |  | SPAN 41203 |  | SPAN 46203 |  |  |  |  |  |  |  |
| 1.1 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 1.2 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| **2. Planning and Instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 2.2 |  |  |  |  |  |  |  |  |  | X | x | x | x |
| 2.3 |  |  |  |  |  |  |  |  |  | x | x | x | x |
| **3. Language Proficiency** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1 |  |  | x | x |  | x |  |  |  |  | x | x | x |
| 3.2 |  |  | x | x |  | x |  |  |  |  | x | x | x |
| 3.3 |  |  |  | x | x | x | x | x | x |  | x | x | x |
| **4. Cultures, Linguistics, Literatures, and Concepts from Other Disciplines** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.1 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 4.2 |  |  |  | x |  |  |  |  |  |  | x | x | x |
| 4.3 | x | x | x |  | x | x | x | x | x | x | x | x | x |
| **5. Assessment of Language and Cultures** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.1 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 5.2 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 5.3 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| **6. Professional Development, Advocacy, and Ethics** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.1 |  |  |  |  |  |  |  |  |  | x | x | x | x |
| 6.2 |  |  |  |  |  |  |  |  |  | x | x | x | x |
| 6.3 |  |  |  |  |  |  |  |  |  | x | x | x | x |
| 6.4 |  |  |  |  |  |  |  |  |  | x | x | x | x |
| **7. Disciplinary Literacy** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.1 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.2 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.3 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.4 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.5 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.6 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.7 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.8 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.9 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.10 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.11 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.12 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.13 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.14 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.15 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.16 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.17 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.18 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.19 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.2 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.21 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.22 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.23 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.24 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.25 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.26 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.27 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.28 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.29 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.30 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.31 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.32 |  |  |  |  |  |  |  |  |  |  | x | x | x |
| 7.33 |  |  |  |  |  |  |  |  |  |  | x | x | x |

**APPENDIX C**

**Curriculum Matrices**

Matrix For Arkansas Teacher Standards

|  |
| --- |
| **UA Bachelor of Arts in Teaching** |
| CIED 10103 | CIED 10003 | CIED 30803 | CIED 30303 | CIED 44003 | CIED 40203 | SEED 40203 | SEED 40603 | SEED 42003 | SEED 42103 | SEED 41003 | SEED 41103 | SEED 44403 | SEED 45203 |
| **Standard #1 Learner Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 (a) | x | x |  | x |  | x | x | x | x |  |  |  | x | x |
| 1 (b) | x | x |  | x |  | x | x | x | x |  |  |  | x | x |
| 1 (c) | x | x |  | x |  | x | x | x | x |  |  |  | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 (d) | x | x |  | x |  | x | x | x | x |  |  |  | x | x |
| 1 (e) | x | x |  | x |  | x | x | x | x |  |  |  | x | x |
| 1 (f) | x | x |  | x |  | x | x | x | x |  |  |  | x | x |
| 1 (g) | x | x |  | x |  | x | x | x | x |  |  |  | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 (h) | x | x |  | x |  | x | x | x | x |  |  |  | x | x |
| 1 (i) | x | x |  | x |  | x | x | x | x |  |  |  | x | x |
| 1 (j) | x | x |  | x |  | x | x | x | x |  |  |  | x | x |
| 1 (k) | x | x |  | x |  | x | x | x | x |  |  |  | x | x |
| **Standard #2 Learning Differences** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 (a) | x | x |  | x | x | x | x | x | x |  |  |  |  |  |
| 2 (b) | x | x |  | x | x | x | x | x | x |  |  |  |  |  |
| 2 (c) | x | x |  | x | x | x | x | x | x |  |  |  |  |  |
| 2 (d) | x | x |  | x | x | x | x | x | x |  |  |  |  |  |
| 2 (e) | x | x |  | x | x | x | x | x | x |  |  |  |  |  |
| 2 (f) | x | x |  | x | x | x | x | x | x |  |  |  |  |  |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 (g) | x | x |  | x | x | x | x | x | x |  |  |  |  |  |
| 2 (h) | x | x |  | x | x | x | x | x | x |  |  |  |  |  |
| 2 (i) | x | x |  | x | x | x | x | x | x |  |  |  |  |  |
| 2 (j) | x | x |  | x | x | x | x | x | x |  |  |  |  |  |
| 2 (k) | x | x |  | x | x | x | x | x | x |  |  |  |  |  |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 (l) | x | x |  | x | x | x | x | x | x |  |  |  |  |  |
| 2 (m) | x | x |  | x | x | x | x | x | x |  |  |  |  |  |
| 2 (n) | x | x |  | x | x | x | x | x | x |  |  |  |  |  |
| 2 (o) | x | x |  | x | x | x | x | x | x |  |  |  |  |  |
| **Standard #3 Learning Environments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 (a) | x | x | x | x | x | x | x | x | x |  |  |  |  |  |
| 3 (b) | x | x | x | x | x | x | x | x | x |  |  |  |  |  |
| 3 (c) | x | x | x | x | x | x | x | x | x |  |  |  |  |  |
| 3 (d) | x | x | x | x | x | x | x | x |  |  |  |  |  |  |
| 3 (e) | x | x | x | x | x | x | x | x | x |  |  |  |  |  |
| 3 (f ) | x | x | x | x | x | x | x | x | x |  |  |  |  |  |
| 3 (g) | x | x | x | x | x | x | x | x | x |  |  |  |  |  |
| 3 (h) | x | x | x | x | x | x | x | x | x |  |  |  |  |  |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 (i) | x | x | x | x | x | x | x | x | x |  |  |  |  |  |
| 3 (j) | x | x | x | x | x | x | x | x | x |  |  |  |  |  |
| 3 (k) | x | x | x | x | x | x | x | x | x |  |  |  |  |  |
| 3 (l) | x | x | x | x | x | x | x | x | x |  |  |  |  |  |
| 3 (m) | x | x | x | x | x | x | x | x | x |  |  |  |  |  |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 (n) | x | x | x | x | x | x | x | x | x |  |  |  |  |  |
| 3 (o) | x | x | x | x | x | x | x | x | x |  |  |  |  |  |
| 3 (p) | x | x | x | x | x | x | x | x | x |  |  |  |  |  |
| 3 (q) | x | x | x | x | x | x | x | x | x |  |  |  |  |  |
| 3 (r) | x | x | x | x | x | x | x | x | x |  |  |  |  |  |
| **Standard #4 Content Knowledge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 (a) |  |  |  | x |  | x |  |  | x | x | x | x | x | x |
| 4 (b) |  |  |  | x |  | x |  |  | x | x | x | x | x | x |
| 4 (c) |  |  |  | x |  | x |  |  | x | x | x | x | x | x |
| 4 (d) |  |  |  | x |  | x |  |  | x | x | x |  |  |  |
| 4 (e) |  |  |  | x |  | x |  |  | x | x | x | x | x | x |
| 4 (f) |  |  |  | x |  | x |  |  | x | x | x | x | x | x |
| 4 (g) |  |  |  | x |  | x |  |  | x | x | x | x | x | x |
| 4 (h) |  |  |  | x |  | x |  |  | x | x | x | x | x | x |
| 4 (i) |  |  |  | x |  | x |  |  | x | x | x |  |  |  |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 (j) |  |  |  | x |  | x |  |  | x | x | x | x | x | x |
| 4(k) |  |  |  | x |  | x |  |  | x | x | x | x | x | x |
| 4 (l) |  |  |  | x |  | x |  |  | x | x | x | x | x | x |
| 4 (m) |  |  |  | x |  | x |  |  | x | x | x | x | x | x |
| 4 (n) |  |  |  | x |  | x |  |  | x | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 (o) |  |  |  | x |  | x |  |  | x | x | x | x | x | x |
| 4 (p) |  |  |  | x |  | x |  |  | x | x | x | x | x | x |
| 4 (q) |  |  |  | x |  | x |  |  | x | x | x | x | x | x |
| 4 (r) |  |  |  | x |  | x |  |  | x | x | x | x | x | x |
| **Standard #5 Application of Content** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 (a) |  |  |  |  |  | x | x |  | x | x | x | x | x | x |
| 5 (b) |  |  |  |  |  | x | x |  | x | x | x | x | x | x |
| 5 (c) |  |  |  |  |  | x | x |  | x | x | x | x | x | x |
| 5 (d) |  |  |  |  |  | x | x |  | x | x | x | x | x | x |
| 5 (e) |  |  |  |  |  | x | x |  | x | x | x | x | x | x |
| 5 (f) |  |  |  |  |  | x | x |  | x | x | x | x | x | x |
| 5 (g) |  |  |  |  |  | x | x |  | x | x | x | x | x | x |
| 5 (h) |  |  |  |  |  | x | x |  | x | x | x | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 (i) |  |  |  |  |  | x | x |  | x | x | x | x | x | x |
| 5 (j) |  |  |  |  |  | x | x |  | x | x | x | x | x | x |
| 5 (k) |  |  |  |  |  | x | x |  | x | x | x | x | x | x |
| 5 (l) |  |  |  |  |  | x | x |  | x | x | x | x | x | x |
| 5 (m) |  |  |  |  |  | x | x |  | x | x | x | x | x | x |
| 5 (n) |  |  |  |  |  | x | x |  | x | x | x | x | x | x |
| 5 (o) |  |  |  |  |  | x | x |  | x | x | x | x | x | x |
| 5 (p) |  |  |  |  |  | x | x |  | x | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 (q) |  |  |  |  |  | x | x |  | x | x | x | x | x | x |
| 5 (r) |  |  |  |  |  | x | x |  | x | x | x | x | x | x |
| 5 (s) |  |  |  |  |  | x | x |  | x | x | x | x | x | x |
| **Standard #6 Assessment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 (a) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| 6 (b) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| 6 (c) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| 6 (d) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| 6 (e) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| 6 (f) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| 6 (g) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| 6 (h) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| 6 (i) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 (j) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| 6 (k) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| 6 (l) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| 6 (m) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| 6 (n) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| 6 (o) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| 6 (p) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 (q) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| 6 (r) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| 6 (s) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| 6 (t) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| 6 (u) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| 6 (v) |  |  |  |  |  | x |  |  | x |  | x | x |  |  |
| **Standard #7 Planning for Instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 (a) |  |  |  |  |  | *x* |  |  | *x* |  | *x* | *x* | *x* | x |
| 7 (b) |  |  |  |  |  | *x* |  |  | *x* |  | *x* | *x* | *x* | x |
| 7 (c) |  |  |  |  |  | *x* |  |  | *x* |  | *x* | *x* | *x* | x |
| 7 (d) |  |  |  |  |  | *x* |  |  | *x* |  | *x* | *x* | *x* | x |
| 7 (e) |  |  |  |  |  | x |  |  | x |  | x | x | x | x |
| 7 (f) |  |  |  |  |  | x |  |  | x |  | x | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  | x |
| 7 (g) |  |  |  |  |  | x |  |  | x |  | x | x | x | x |
| 7 (h) |  |  |  |  |  | x |  |  | x |  | x | x | x | x |
| 7 (i) |  |  |  |  |  | x |  |  | x |  | x | x | x |  |
| 7 (j) |  |  |  |  |  | x |  |  | x |  | x | x | x | x |
| 7 (k) |  |  |  |  |  | x |  |  | x |  | x | x | x | x |
| 7 (l) |  |  |  |  |  | x |  |  | x |  | x | x | x | x |
| 7 (m) |  |  |  |  |  | x |  |  | x |  | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  | x |
| 7 (n) |  |  |  |  |  | x |  |  | x |  | x | x | x | x |
| 7 (o) |  |  |  |  |  | x |  |  | x |  | x | x | x | x |
| 7 (p) |  |  |  |  |  | x |  |  | x |  | x | x | x | x |
| 7 (q) |  |  |  |  |  | x |  |  | x |  | x | x | x | x |
| **Standard # 8 Instructional Strategies** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 (a) |  |  |  |  |  | *x* |  |  | *x* |  | *x* | *x* | *x* |  |
| 8 (b) |  |  |  |  |  | *x* |  |  | *x* |  | *x* | *x* | *x* |  |
| 8 (c) |  |  |  |  |  | *x* |  |  | *x* |  | *x* | *x* | *x* |  |
| 8 (d) |  |  |  |  |  | *x* |  |  | *x* |  | *x* | *x* | *x* |  |
| 8 (e) |  |  |  |  |  | x |  |  | x |  | x | x | x |  |
| 8 (f) |  |  |  |  |  | x |  |  | x |  | x | x | x |  |
| 8 (g) |  |  |  |  |  | x |  |  | x |  | x | x | x |  |
| 8 (h) |  |  |  |  |  | x |  |  | x |  | x | x | x |  |
| 8 (i) |  |  |  |  |  | x |  |  | x |  | x | x | x |  |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 (j) |  |  |  |  |  | x |  |  | x |  | x | x | x |  |
| 8 (k) |  |  |  |  |  | x |  |  | x |  | x | x | x |  |
| 8 (l) |  |  |  |  |  | x |  |  | x |  | x | x | x |  |
| 8 (m) |  |  |  |  |  | x |  |  | x |  | x | x | x |  |
| 8 (n) |  |  |  |  |  | x |  |  | x |  | x | x | x |  |
| 8 (o) |  |  |  |  |  | x |  |  | x |  | x | x | x |  |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 (p) |  |  |  |  |  | x |  |  | x |  | x | x | x |  |
| 8 (q) |  |  |  |  |  | x |  |  | x |  | x | x | x |  |
| 8 (r) |  |  |  |  |  | x |  |  | x |  | x | x | x |  |
| 8 (s) |  |  |  |  |  | x |  |  | x |  | x | x | x |  |
| **Standard #9 Professional Learning and Ethical Practice** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 (a) | *x* |  | *x* | *x* | *x* |  | *x* | *x* | *x* |  |  |  | *x* | *x* |
| 9 (b) | *x* |  | *x* | *x* | *x* |  | *x* | *x* | *x* |  |  |  | *x* | *x* |
| 9 (c) | *x* |  | *x* | *x* | *x* |  | *x* | *x* | *x* |  |  |  | *x* | *x* |
| 9 (d) | *x* |  | *x* | *x* | *x* |  | *x* | *x* | *x* |  |  |  | *x* | *x* |
| 9 (e) | x |  | x | x | x |  | x | x | x |  |  |  | x | x |
| 9 (f) | x |  | x | x | x |  | x | x | x |  |  |  | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 (g) | x |  | x | x | x |  | x | x | x |  |  |  | x | x |
| 9 (h) | x |  | x | x | x |  | x | x | x |  |  |  | x | x |
| 9 (i) | x |  | x | x | x |  | x | x | x |  |  |  | x | x |
| 9 (j) | x |  | x | x | x |  | x | x | x |  |  |  | x | x |
| 9 (k) | x |  | x | x | x |  | x | x | x |  |  |  | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 (l) | x |  | x | x | x |  | x | x | x |  |  |  | x | x |
| 9 (m) | x |  | x | x | x |  | x | x | x |  |  |  | x | x |
| 9 (n) | x |  | x | x | x |  | x | x | x |  |  |  | x | x |
| 9 (o) | x |  | x | x | x |  | x | x | x |  |  |  | x | x |
| **Standard #10: Leadership and Collaboration** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 (a) | *x* |  | *x* |  | *x* |  |  |  | *x* |  |  |  | *x* | *x* |
| 10 (b) | *x* |  | *x* |  | *x* |  |  |  | *x* |  |  |  | *x* | *x* |
| 10 (c) | *x* |  | *x* |  | *x* |  |  |  | *x* |  |  |  | *x* | *x* |
| 10 (d) | *x* |  | *x* |  | *x* |  |  |  | *x* |  |  |  | *x* | *x* |
| 10 (e) | x |  | x |  | x |  |  |  | x |  |  |  | x | x |
| 10 (f) | x |  | x |  | x |  |  |  | x |  |  |  | x | x |
| 10 (g) | x |  | x |  | x |  |  |  | x |  |  |  | x | x |
| 10 (h) | x |  | x |  | x |  |  |  | x |  |  |  | x | x |
| 10 (i) | x |  | x |  | x |  |  |  | x |  |  |  | x | x |
| 10 (j) | x |  | x |  | x |  |  |  | x |  |  |  | x | x |
| 10 (k) | x |  | x |  | x |  |  |  | x |  |  |  | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 (l) | x |  | x |  | x |  |  |  | x |  |  |  | x | x |
| 10 (m) | x |  | x |  | x |  |  |  | x |  |  |  | x | x |
| 10 (n) | x |  | x |  | x |  |  |  | x |  |  |  | x | x |
| 10 (o) | x |  | x |  | x |  |  |  | x |  |  |  | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 (p) | x |  | x |  | x |  |  |  | x |  |  |  | x | x |
| 10 (q) | x |  | x |  | x |  |  |  | x |  |  |  | x | x |
| 10 (r) | x |  | x |  | x |  |  |  | x |  |  |  | x | x |
| 10 (s) | x |  | x |  | x |  |  |  | x |  |  |  | x | x |

**APPENDIX D**

**Syllabi and Course Descriptions**

**INTRODUCTION TO EDUCATION**

CIED 10003: Introduction to Education: Lecture and Practicum University of Arkansas College of Education and Health Professions Department of Curriculum and Instruction

Class Dates and Times: Thursdays 8:35-11:35am Peabody Hall 309

**Instructor:** Dr. Jennifer Beasley **Email**: [jgbeasle@uark.edu](mailto:jgbeasle@uark.edu)

**Phone:** 479-575-6195

**REMIND Class Link:** https:[//www.remind.com/join/cied1013c](http://www.remind.com/join/cied1013c)

**Student Hours:** Mondays, 1:00pm – 3:00pm – *Other times are by appointment*

You are Invited! You do not have to wait until there is a problem to access me during student hours. Feel free to stop by just to say hello or ask a question. Join me for a one-on-one conversation or if you are more comfortable, bring a friend.

**COURSE DESCRIPTION:** Introduction to Education integrates psychological, sociological, and philosophical foundations of education with concurrent involvement in field experiences. It encourages prospective teachers to become reflective practitioners by emphasizing the organization of school systems, planning and implementation of effective classroom environments, developing of teaching styles, and new directions in education. The practicum component provides 18 hours of field experience designed to give prospective teachers an opportunity to observe and participate in a variety of school settings. It includes a variety of field-based activities to encourage personal reflection on the profession of teaching. Special focus is given to the organization of school systems, effective classroom environments, teaching styles, and new directions in education. Students are provided the opportunity to observe the educational process in two levels, elementary and junior high/middle school or high school. Twelve hours of observation take place in regularly scheduled school settings (virtual or face-to-face, depending on the current university/district recommendations), and six hours come from alternative settings as explained under “Additional Observations” of this syllabus.

**REQUIRED TEXTBOOK**:

The book for this course represents foundational information on education. In addition to this text, other articles and texts will be provided via Blackboard.

INTRODUCTION TO EDUCATION by Dr. Jennifer Beasley and Dr. Myra Haulmark.

A person with long hair wearing a blue shirt

Description automatically generated A person with blonde hair

Description automatically generated

Jennifer Beasley, Ed.D. Myra Haulmark, Ed.D.

This text is an open resource textbook and will be provided through the Blackboard Course. Link: https://uark.pressbooks.pub/introductiontoeducation/

**RELATIONSHIP TO KNOWLEDGE BASE:** Introduction to Education is an initial level course and is included in the Professional and Pedagogical standards. It is the first education course required and is a prerequisite for all other professional education courses. **A letter grade of a “C” must be obtained in this introductory course before a student may advance to any other professional education course**. This course links classroom theory with active involvement in public school settings. The course is designed to introduce students to the career of teaching and to the way education occurs in the classroom.

**COMPETENCIES:** Upon completion of CIED 1013, students will be able to:

* 1. Describe the teaching/learning process based on observations and limited participation. (InTASC 1, 2, 3)
  2. Recognize the practical applications of philosophical concepts in the classroom. (InTASC 1, 9)
  3. Reflect on personal experiences within education and recognize how personal experiences influence perceptions of education. (InTASC 9)
  4. Delineate the predominant issues and social trends confronting contemporary education and the educational profession, including diversity and multiculturalism. (InTASC 3, 9, 10)
  5. Discuss teaching as a profession, including professional ethics. (InTASC 9, 10)
  6. Identify major historical events and persons who have influenced the progression and development of American education.
  7. Differentiate the various educational philosophies that undergird educational practice.
  8. Explain how educational philosophies influence the choice of curriculum and classroom instructional practices, including the utilization of technology in instruction.
  9. Develop a personal philosophy concerning teaching and learning. (InTASC 9, 10)
  10. Reflect on personal experiences within education and recognize their influence on one’s perception of education.
  11. Delineate the predominant issues and societal trends confronting contemporary education and the educational profession, including societal problems, public school funding, multiculturalism, and educational reform. (InTASC 1, 2, 3)
  12. Discuss teaching as a profession, including professional ethics. (InTASC 9, 10)
  13. Describe the role of the law in education with an emphasis on the rights and responsibilities of teachers and learners. (InTASC 9)
  14. Analyze the impact of recent research and selected trends upon current and future practices of educators. (InTASC 4, 5)

**CLASSROOM EXPECTATIONS AND COURTESIES:**

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served in this course. It is my intent to present materials and activities that are respectful of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, faith/beliefs, and culture. Your suggestions are encouraged and appreciated.

If you feel like your performance in the class is being impacted by your experiences outside of class, please don’t hesitate to talk with me. I want to be a resource for you. I (like many people) am still in the process of learning about diverse experiences, perspectives, and identities. If something is said in class (by anyone, including me) that makes you feel uncomfortable, please talk to me about it.

(excerpted and modified from Brown University https://brown.edu/sheridan/teaching-learning- resources/inclusive-teaching/statements )

|  |  |
| --- | --- |
| **Expectations of Student** | **Expectations of Professor** |
| Please follow all university guidelines when physically present on campus | Keep expectations and assignments clear and up-to-date on the Blackboard course |
| During the discussion, please honor other contributors and be prepared to contribute yourself | Use timely feedback |
| Always be respectful and courteous to other students and teachers during class. Inappropriate, offensive or threatening comments will not be tolerated. | Be respectful and courteous and try to answer questions in a timely manner |
| Be professional! | Be professional! |

1. **COURSE REQUIREMENTS:** *A good rule of thumb is for every hour we spend in class, we will take one-two hours outside of class.*
2. TECHNOLOGY: This class will be taught as an in-person class. There will be times when the class will use laptops for assignments. Many assignments require access to Blackboard in order to submit required assignments. The class will also use ***Remind*** as a way to text questions and receive reminders throughout the course.
3. READINGS: This class will use an Open Access Textbook. Students will need to be able to access the text and articles online.
4. ARTICLE CRITIQUES: This requirement involves reading and critiquing **two** articles from professional (Peer-Reviewed) journals pertaining to current topics in the field of education. The articles selected should be at least 5 pages long (a minimum). In order to be current in the field of education, articles should be **less than ten** years old. Specific instructions for formating a critique will be furnished in class. All articles are written using the style of writing expected at the collegiate level using the American Psychological Association (APA) guidelines. A resource for learning about this style can be found online by going to <http://owl.english.purdue.edu/> . It is recommended that each student carefully consider the rubric that

will be used to grade the article critiques in order to comply with the standards that are set for this assignment.

1. Philosophy of Education Statement: Each student will write a formal Philosophy of Education statement describing his or her emerging personal philosophy of education. The position paper should portray a philosophy of education as it is related to the educational philosophies and theories studied in class. This is an important piece in an educational portfolio. Some questions this statement might answer are:
   1. Which philosophy/philosophies of education seem most in line with my own beliefs?
   2. Based on my educational philosophy, what do I hope to achieve as a teacher?
   3. What events or people have influenced my beliefs about education?
   4. What will the learning environment of my classroom look like, based on my philosophy?
   5. What historical perspectives also support my philosophical ideas about education? What is current research? What of my personal experiences?
2. ICE BREAKER / COOPERATIVE CHALLENGE: Each student will present a short 5-10 minute ice breaker or cooperative challenge for class engagement. The activity should be new, presented with clear instructions, and engaging. The goal of the activity is to create a classroom community and build connections while providing future teachers with a toolbox of future activities. Please refer to the presentation rubric for more details.

Additional Assignments

* 1. Project Final
  2. Weekly Quizzes
  3. Membership to Educators Rising RSO
  4. Attendance
  5. In Class Reflections and Assignments

THESE ASSIGNMENTS AS LISTED MAY BE ADDED TO OR ALTERED AT THE INSTRUCTOR’S DISCRETION IN ORDER TO MEET THE NEEDS OF THE CLASS

**GRADING**

1. Article Critiques: 2 assigned at 35 points each
2. Project Final: 75 points each
3. Philosophy Statement/Portfolio: 100 points
4. Weekly Quizzes: 10 or more at 10 points each
5. In Class Reflection: 8 or more at 10 points each – completed via FlipGrid
6. Class Engagement Activity: 25 points
7. Reflection Paper from the four scheduled video observations: 120 points
8. Completed online documents reflecting on the six flexible hours of observation: 40 points

TOTAL POINTS WILL VARY ACCORDING TO THE NUMBER OF QUIZZES or

Possible Adjustments to the assignments made during the semester Grading Scale: A=100-90. B=89-80. C=79-70. D=69-60. F=59 or lower.

IMPORTANT REMINDER! YOU MUST EARN AT LEAST A “C” FOR THE COURSE TO COUNT TOWARD YOUR DEGREE.

**ACADEMIC HONESTY**

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Any work turned in by a student must be his or her own original work. Works from others that are referenced must be cited according to APA guidelines. The University of Arkansas Academic Honesty Policy can be located online at: [http://provost.uark.edu/245.php.](http://provost.uark.edu/245.php) The APA guidelines for citations can be found online through OWL at: <http://owl.english.purdue.edu/>

**INCLEMENT WEATHER**: All classes are canceled when the university is closed. For the university weather policy, please see <http://safety.uark.edu/inclement-weather/>

**ATTENDANCE POLICY AND LATE WORK POLICY:**

“Student absences resulting from illness, family crisis, university-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or

subpoena for a court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.” (Academic Regulations, University of Arkansas Catalog of Studies).

This course will meet only once a week which means that if you miss a class, it is like missing 2-3 class periods (Tue/Thur or M/W/F class). Active participation in the course is essential and expected. Repeated tardiness could result in a loss of participation points. Students missing more than 3 classes will be advised to withdraw and take the course at another time. Please talk to me about your absences.

**Makeup Policies**: You must contact the instructor **BEFORE** the assignment is due if extraordinary circumstances occur.

**STUDENTS WITH LEARNING DISABILITIES**

I understand that learning differences are the unique and individual ways in which some people process new information. I want to create an inclusive classroom where all students are respected, and their learning needs are met. If you know that you have a learning difference or suspect you have a learning difference, please contact the Center for Educational Access for more information about eligibility for support services.

Phone: 479-575-3104

Campus Location: ARKU 209 Web: [http://cea.uark.edu](http://cea.uark.edu/)

If you are eligible for services, CEA will notify me right away of needed accommodations and I will meet with you one-on-one to discuss a success plan for the semester.

**EMERGENCY PROCEDURES**

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu

**Severe Weather (Tornado Warning):**

* + Follow the directions of the instructor or emergency personnel.
  + Seek shelter in the basement or 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 lowest 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 (CADD)**

* CALL 9-1-1
* AVOID- if possible, self-evacuate to a safe area outside the building. Follow the directions of police officers.
* DENY- Barricade the door with desks, chairs, bookcases, or any items available. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by the police that it is safe to come out.
* DEFEND- Use chairs, desks, cell phones, or whatever is immediately available to distract and /or defend yourself and others from attack.

**INFORMATION ON THE ADDITIONAL 6 OBSERVATION HOURS**

In addition to the observations in the class, students are required to spend a minimum of six hours in additional observations. These observations are known as “flexible hours” and provide opportunities to observe school settings that may be outside of the traditional classroom. Students are to complete the Flexible Hours Form: https://forms.gle/QAY48CQA8Zbsi7mDA and are to write a two-page reflection summary regarding these additional observations and upload it on the form. The reflection summary should focus on what was learned during these observations that occurred outside of the regularly scheduled observations.

Students may choose from a variety of observation experiences and must obtain permission from the appropriate officials (principal, teacher etc.) before observing in classrooms or professional meetings such as a teacher Inservice Meeting (a letter of introduction from your professor is available on Blackboard).

The types of observation choices are listed below—they may be face-to-face or virtual. The amount of observation time that can be counted is provided and those that require permission are identified by an “\*”.

Professional Meetings: you may choose one of the following.

1. School Board meeting (Count up to one hour)
2. Faculty meeting \* (Count up to one hour)
3. Teacher In-service \* (Count up to one hour)
4. Other professional meetings with prior approval from your Instructor (count up to one hour)

Additional Class Observations \* (No limit-count actual time spent)

1. Special Education\*
2. English as a Second Language (ESL)\*
3. Gifted and Talented\*
4. Reading Recovery (elementary schools)\*
5. Reading Specialist\*
6. Speech/Hearing Impaired Specialist\*
7. Regular Classrooms\*
8. Head Start or Preschool\* (Elementary, Art, Music, and P.E. Majors only)
9. Lunchroom/playground\*

Extracurricular Activities (all public schools, not college) You may choose up to 2.

1. Athletic practice\* (count up to 2 hours)
2. Music/choir practice\* (count up to 2 hours)
3. Drama practice\* (count up to 2 hours)
4. Athletic contests (limit of 1 and may count up to 2 hours)
5. Performances (Count up to 1 hour for each observed)
6. Special Assemblies\* (Count up to 1 hour)
7. Field Trips\* (Count up to 2 hours)

**PROFESSIONALISM**:

1. While observing schools, CIED 1013 students are to engage in professional behavior and dress, always remembering that they are the guests in the host schools and that they are representing the University of Arkansas. Not adhering to the host school rules or to guidelines will lead to dismissal and a failing grade.
2. Please leave your phone in your car, or in your pocket, they should not be out during the observation.
3. All public schools are tobacco-free/drug-free/weapon-free zones---this included all school property, even the parking lot.
4. Please be aware of your language, as we will be with younger audiences.
5. We will specifically go over what professionalism includes in class prior to our first observation.

**CLASS SCHEDULE (Thursday Class)**

|  |  |
| --- | --- |
| **DATE** | **TOPICS/ASSIGNMENTS** |
| August 25 (1) | Welcome - Intro to Education and the practicum program expectations Introduction to Course – Introduce and review the syllabus.  Assignment:  READ: Chapter 1 Why Teach? |

|  |  |
| --- | --- |
|  | COMPLETE: Chapter 1 Quiz  Complete weekly reading and quiz by Wednesday, August 31 by 11:59 pm  via Blackboard |
| September 1  (2) | Topic: What is the Purpose of School?  Discuss school observations and reflection paper.  *Model watching an online lesson*  Assignment:  READ: Chapter 2 What is the Purpose of School? COMPLETE: Chpt 2 Quiz  Complete weekly reading and quiz by Wednesday, September 7 by 11:59 pm via Blackboard. |
| September 8  (3) | Topic: Who are Today’s Students? Participate in Case Scenarios  Assignment:  READ: Chapter 3: Who are today’s students?  COMPLETE: Chpt 3 Quiz by Wednesday, September 14 by 11:59 pm via  Blackboard |
| September 15  (4) | **1st observation at Lakeside Junior High**  Assignment:  Complete school visit reflection paper and notes by September 21 by 11:59 pm via Blackboard. |
| September 22  (5) | Topic: Reflect on school observation. Discuss the needs of today’s students.  Review Observation guidelines.  Assignment:  READ: Chapter 4: How do social issues affect students? COMPLETE: Chapter 4 Quiz  Complete weekly reading and quiz by Wednesday, September 28 by  11:59 pm via Blackboard. |
| September 29  (6) | **2nd Observation at Lakeside Junior High**  Assignment:  READ: Chapter 5: What is an Educational Philosophy  COMPLETE: Chapter 5 Quiz by Wednesday, October 5 by 11:59 pm via Blackboard.  Complete video reflection paper and notes by Wednesday, October 6 by  11:59 pm via Blackboard. |

|  |  |
| --- | --- |
| October 6 (7) | Topic: Philosophies of Education  Discuss article critiques and expectations  Assignment:  READ: Chapters 6: Excellence or Equity…Which is More Important? COMPLETE: Quiz, Chapter 6 by Wednesday, October 12 by 11:59 pm via Blackboard |
| October 13 (8) | Topic: Excellence or Equity in Education  READ: Chapter 7: What are the Ethical and Legal Issues in Schools? COMPLETE: EdPuzzle Quiz, Chapter 7 by Wednesday, October 19 by 11:59 pm via Blackboard  Complete article critique #1 by Wednesday, October 26 by 11:59 pm via  Blackboard. |
| October 20 (9) | Topic: Ethical and Legal Issues in Schools Professional Learning Communities Format  Assignment:  READ: Chapter 8: What is Taught?  COMPLETE: Quiz, Chapter 8 by Wednesday, October 26 by 11:59 pm via  Blackboard |
| October 27  (10) | **3rd observation at Jim Rollins School of Innovation**  Assignment:  Complete school visit reflection paper and notes by November 2 by 11:59  pm via Blackboard. |
| November 3  (11) | **4th observation at Jim Rollins School of Innovation**  Assignment:  COMPLETE: Complete school visit reflection paper and notes by  November 9 by 11:59pm via Blackboard. |
| November 10  (12) | Topic: What is Taught?  Assignment:  READ: Chapter 10: What Makes an Effective Teacher?  COMPLETE: Chapter 10 Quiz by Wednesday, November 16 by 11:59 pm via Blackboard  *\*Bring “Effective Teacher” bag to class.* |
| November 17  (13) | Topic: What is an effective teacher?  Assignment:  READ: Chapter 9: What is a positive classroom environment?  COMPLETE: Chapter 9 quiz by Wednesday, November 30 by 11:59 pm via Blackboard  Complete Article Critique #2 by Wednesday, November 30 by 11:59 pm  via Blackboard |

|  |  |
| --- | --- |
| November 24  (14) | **Thanksgiving Break** |
| December 1  (15) | Topic: What is a positive classroom environment?  Assignment:  READ: Chapter 11: What can a new teacher expect?  Submit all flex hour documentation and reflection by December 7 by 11:59 pm via Blackboard.  Complete the Philosophy paper by December 7 by 11:59 pm via  Blackboard. |
| December 8  (16)  Flex Hours Due | Topic: The New Teacher Topic: Educational Reform  Assignment:  Final Project is due by December 15 by 10:00 am via Blackboard. |
| **December 15** | **Final Project Due – FINALS December 15 by 10:00am** |

**University of Arkansas, College of Education and Health Professions**

**Department of Curriculum and Instruction**

**I. Program Affiliation: Special Education**

**Course Number and Title:** CIED 30203 - Survey of Exceptionalities

**Catalog Description:**

A survey of the characteristics of students with exceptional needs. Reviews the definitions of exceptionalities, learning and behavior characteristics of individuals with exceptionalities and the legal basis for the education of persons with exceptionalities in both elementary and secondary schools.

**Prerequisites:** [CIED 10103](https://catalog.uark.edu/search/?P=CIED%201013), or [MUED 20102](https://catalog.uark.edu/search/?P=MUED%202012), or [AGED 11203](https://catalog.uark.edu/search/?P=AGED%201123), or [PSYC 20003](https://catalog.uark.edu/search/?P=PSYC%202003).

**II. Broad Learning Objectives**

* Describe the different categories of exceptionality
* Explain the strengths and needs of students across exceptionalities
* Identify practices to promote desired outcomes for students with exceptionalities
* Describe the legal requirements related to education of individuals with exceptionalities in elementary and secondary schools.

**III. Course Objectives**

Listed below are the course objectives and their alignment across the [CEC Standards of Initial Preparation](https://exceptionalchildren.org/standards/initial-special-education-preparation-standards) and the [High Leverage Practices](https://highleveragepractices.org/).

* Explain the law and regulations governing the provisions of educational services to individuals with exceptionalities. (CEC Initial Preparation Standard 6; HLP 2, 5, 6)
* Determine role and responsibility in the development and implementation of educational programs for students with exceptionalities. (CEC Initial Preparation Standard 6; HLP 1, 2, 3, 4, 5, & 6))
* Describe the categories of exceptionality. (CEC Initial Preparation Standard 1; HLP 4)
* Describe the learning and behavior characteristics of individuals with exceptionalities. (CEC Initial Preparation Standard 1; HLP 4)
* Explain examples of appropriate instructional and environmental interventions and/or modifications across exceptionalities. (CEC Initial Preparation Standard 2 & 5; HLP 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22)
* Identify barriers to providing educational services to individuals with exceptionalities of varying ages, cultures, and diverse backgrounds. (CEC Initial Preparation Standard 1, 4, & 5; HLP 1, 3, 4, 5, 6, 10, 11, 12, 13, 20)
* Describe appropriate use of technology for individuals with exceptionalities.  (CEC Initial Preparation Standard 5; HLP 19)
* Examine personal beliefs and values related to the knowledge base in the education of individuals with exceptionalities. (CEC Initial Preparation Standard 6 & 7)
* Define the role and function of the Council on Exceptional Children (CEC) Code of Ethics in the education of students with exceptionalities and values related to the knowledge base in the education of individuals with exceptionalities. (CEC Initial Preparation Standard 6; HLP 1, 2, 3 )

**IV. Lessons**

**Lesson One: Introductory Activities**

**Objectives**

After completing this lesson, you will be able to:

* Describe educator responsibilities related to mandated reporting.
* Apply person first language when discussing individuals with disabilities

**Lesson Two: Evolution of Inclusion**

**Objectives**

After completing this lesson, you will be able to:

* Describe the history of special education services (1)
* Discuss the meaning and importance of inclusion (1)
* Identify the critical elements of inclusive contexts (1)
* Identify the different environments in which students can receive services (1)
* Identify teacher’s role in provision of services (3)

**Lesson Three: Individual Education Plan & Section 504 of the Rehabilitation Act**

**Objectives**

After completing this lesson, you will be able to:

* Describe services available to students with exceptionalities (2)
* Discuss the steps of the IEP process (2)
* Distinguish between Section 504 & IDEA (2)

**Lesson Four: Students with Learning Disabilities**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with learning disabilities (4, 5)
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with learning disabilities (6)

**Lesson Five: Students with Emotional/Behavioral Disorders**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with emotional/behavioral disorders
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with emotional & behavioral disorders

**Lesson Six: Students with Intellectual Disabilities**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with intellectual disabilities
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with intellectual disabilities

**Lesson Seven: Students with Attention Deficit/Hyperactivity Disorder**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with attention deficit & hyperactivity disorder
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with attention deficit & hyperactivity disorder

**Lesson Eight: Students with Autism**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with autism
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with autism

**Lesson Nine: Students with Speech and Language Disorders**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with speech and language disorders
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with speech & language disorders

**Lesson Ten: Students with Sensory Impairments**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with sensory impairments
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with sensory impairments

**Lesson Eleven: Students with Low Incidence Disabilities**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with low incidence disabilities
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with low incidence disabilities

**Lesson Twelve: Students At Risk**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students at risk
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students who are at risk

**Lesson Thirteen: Students with Special Gifts and Talents**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with special gifts and talents
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with special gifts and talents

**Lesson Fourteen: Teaching Students in Early Childhood Settings**

**Objectives**

After completing this lesson, you will be able to:

* Describe supports for learners in early childhood learning settings.
* Identify different elements of inclusive early childhood classroom environments

**Lesson Fifteen: Secondary Education and Transition Services**

**Objectives**

After completing this lesson, you will be able to:

* Describe supports for learners in secondary education settings.
* Identify different steps of the transition planning process
* Describe the role of the teacher in securing transition-related services and supports

**V. Assignments and Grading Scale**

**1. Self-Introduction**

**Total Points: 20**

The purpose of this assignment is to introduce yourself and learn more about your peers

**2. First Person Language Quiz**

**Total Points: 10**

The purpose of this assignment is to build your knowledge related to first person language and role as a mandated reporter

**3. Mandated Reporter Training**

**Total points: 10**

The purpose of this assignment is to build your knowledge related to your role in protecting children and youth as a mandated reporter.

**4.  Three Asynchronous Discussion Groups**

**Total Points: 30 (10 points each)**

Over the course of the semester, you will participate in three discussion groups. For each discussion, you will be assigned to a group and given a prompt or series of questions to respond to. To earn your points, you will post an original response to the prompt and comment on three peers' posts.

**5. Eight Mini-Assignments**

**Total Points: 80 (10 points each)**

Over the course of the semester, you will complete eight mini-assignments. These assignments are aligned with the content presented in the lessons and aim to extend your knowledge related to providing services or supports to individuals with exceptionalities. Please be sure to review the rubric for each assignment prior to submission.

**6. Three Collaborate Sessions**

**Total Points: 150 (50 points each)**

Throughout the semester, there will be three collaborate sessions held. The purpose of these sessions is to review and discuss content presented across each lesson in order to build better understanding. Prior to attending the session, you will be expected to complete the collaborate session discussion guide.

**7. Interview with a Family of Child with Disability or Adult with Disability\*\***

**Total Points: 150**

For this assignment, you will be interviewing the family of an individual with a disability or an adult with a disability. This assignment is meant to expand your understanding of the experiences of individuals with disabilities, the supports currently in place, and the opportunities that remain.

**8. Community-Based Field Experience\*\***

**Total Points: 150**

For this assignment, you will be volunteering for a minimum of 10 hours with an organization providing services to persons with disabilities. This purpose of this assignment is to expand your experiences with individuals with disabilities and the organizations that serve them. During this experience, you will be responsible for keeping a journal to reflect on your activities. Additionally, you will create a presentation to share the impact of your volunteer experience with your peers.

**Total Points: 600**

**\*\*Failure to complete the field experience assignments will result in failure of the course.**

**Grading Scale I**

| Letter | Points | Percent |
| --- | --- | --- |
| A | Points: 537-600 | 90-100% |
| B | Points: 477-536 | 80-89% |
| C | Points: 417-476 | 70-79% |
| D | Points:357-416 | 60-69% |
| F | Points 0-357 | 59.99% and Below |

Note.

All written assignments are to be prepared on a computer and submitted in a Microsoft Word (.doc or .docx). Typos, misspellings, and grammar errors will result in a lower grade. Use people-first language. Avoid language that is sexist, culturally biased, reinforcing of stereotypes or offensive to person with disabilities. For your written assignments, use Times or Times New Roman 12 font with 1-inch margins and double spacing. The Publication Manual of the American Psychological Association (6th ed.) format is to be used when citing materials both in-text and in the reference list.

**HINT**: Retain a personal copy of your field experiences since they will not be returned to you

**VI. Technology & Communication**

* Access to a reliable Internet connection is required for this course. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your Internet connection while working on this course, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi hotspot.
* In this class our official mode of communication is through uark.edu email and Blackboard Announcements. Students are responsible for checking their UARK accounts regularly. All communication between student and instructor and between student and student should be respectful and professional
* **Blackboard Learn** is the Learning Management System (LMS) platform used to provide teacher education candidates with the materials and information needed to participate asynchronously in this online course [Click image to go to the UofA Blackboard Login].
* Candidates can view the course via their smart phones, iPads, computers, etc using Blackboard Mobile
* Interactive Tools in Blackboard have been used to provide external links to content including YouTube Video content
* The [University of Arkansas Distant Education Library and the Mullins Library](http://libinfo.uark.edu/) provide candidates with peer-reviewed materials and books within the field of special education, education philosophy, and pedagogy.
* **myCoursEval** is used for end of course evaluations and are completed online to ensure complete confidentiality

**VII. Academic Honesty**

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.   
   
Each University of Arkansas student is required to be familiar with and abide by the university’s ‘Academic Integrity Policy' at <http://honesty.uark.edu/policy/index.php>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

**VIII. Accommodations**

Students with disabilities requesting reasonable accommodations must first register with the Center for Academic Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

**IX. Academic Appeals**

Undergraduate students who wish to seek further review of an academic or non-academic decision or action by the University or a University employee (in an official capacity) that the student contends was in violation of written campus policies, or constitutes unfair or unequal application of such policies, should first seek to resolve such concerns through informal discussions.   In particular, grievances regarding academic matters should generally begin with informal discussions with the student’s instructor or with the faculty member supervising a course.  If such informal discussions do not reach a satisfactory resolution, then the student may pursue a grievance following the steps [in this student grievances and appeals policy.](https://catalog.uark.edu/undergraduatecatalog/academicregulations/studentacademicappeals/)

**X. Classroom Behavior**

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. Review the Computing Code of Conduct because sending spam or inappropriate emails are part of classroom behavior if the class email list is used. Inappropriate behavior can result in possible removal from the class and /or disciplinary action as per the student handbook.

**XI. Emergency Procedures**

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at **emergency.uark.edu.**

**Severe Weather (Tornado Warning):**

* Follow the directions of the instructor or emergency personnel
* Seek shelter in the basement or 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 lowest 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 (CADD):**

* **CALL-** 9-1-1
* **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* **DENY-** Barricade the door with desk, chairs, bookcases or any 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's safe.
* **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**Additional Weather Information:**

Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the campus policies may be helpful and is, therefore, included in the syllabus. In general, if the Fayetteville School District has closed the schools, faculty will be unavailable. For further information, please check [www.uark.edu](http://www.uark.edu/) for information concerning campus offices. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University's inclement weather site is updated frequently on the University website.

Students in special education classes should use discretion in making the decisions concerning their personal safety. Online classes are generally not impacted by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the on campus "Inclement Weather Policy" may be helpful and is, therefore, included in the syllabus.

* See the inclement weather information at [uark.edu](http://uark.edu/). Call 479-575-7000 or the University switchboard at 575-2000 for recorded announcements about closings.
* Check voice email for announcements
* Listen to KUAF Radio, 91.3 F< or other local radio and television stations for announcements
* Contact your supervisor or instructor

**XII. Course Resources**

Mullins Library

University General Access Computer Laboratories

**XIII. Required Textbook**

Smith, T., Polloway, E., & Taber-Doughty, T. (2020). Teaching students with special needs in inclusive settings (8th ed.). Pro-ED.

**Classroom Learning Theory (CIED 30303 & 30303H ) Fall 2023**

Course Information

Course: Classroom Learning Theory (CIED 30303-003 *and* 30303H-001)

Day/Time/Location *Sec 003:* Monday, Wednesday, & Friday 8:35-9:25

Peabody Hall 0206 (PEAH 206)

Sec. 001: Tuesday/Thursday 11:00-12:15

Peabody Hall 0127 (PEAH 127)

Instructor Information

Professor: Peggy Ward, PhD (*she/her*) Contact Information: Email: [pdward@uark.edu](mailto:pdward@uark.edu) Office Hours & Location: By Appointment

Office: UAteach (UTCH) 946 W. Clinton Dr.

**Course Description and Requirements**

**Textbook & Readings**

*Recommended Textbooks:*

* Woolfolk, A. (2013) *Educational psychology* (14th ed). Boston: Pearson.
* \*National Research Council. 2000. [*How People Learn: Brain, Mind, Experience, and*](https://nap.nationalacademies.org/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition)[*School: Expanded Edition*](https://nap.nationalacademies.org/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition). Washington, DC: The National Academies Press. <https://doi.org/10.17226/9853>.
* \*National Research Council. (2018). [*How people learn II: Learners, contexts, and*](https://nap.nationalacademies.org/catalog/24783/how-people-learn-ii-learners-contexts-and-cultures)[*cultures*](https://nap.nationalacademies.org/catalog/24783/how-people-learn-ii-learners-contexts-and-cultures). The National Academy Press. <https://doi.org/10.17226/24783>[.](https://www.nap.edu/catalog/24783/how-people-learn-ii-learners-contexts-and-cultures)
* Additional readings (i.e. articles, websites, etc.) will be made accessible through Blackboard.

\*The NRC textbooks listed above are available for free on the [National Academies Press](https://www.nap.edu/topic/) website.

**Course Management Software**

* *Blackboard* provides the home base for this course. Course documents will be provided there.
* *Google Drive*. Create your own Google Drive account to be able to create and share Google documents with your instructor and peers. *If you are not already using Google Drive, contact me early, so I can help you learn to use Google documents. It isn’t hard, but it does have a learning curve. It will be worth the trouble.*

**Course Description**

A survey of major theories of human development and learning with special emphasis on implications for the educational setting. This is a core course for several educational licensure/degree programs.

It is designed to introduce the preservice teacher to the learner, learning process, and subsequent implications for teaching learners more effectively. Developmental and learning theories, their cultural

and sociopolitical influences, and the implications of these theories and their influences for education are explored. Students will also discover that effective teaching practices are guided by theories of how people learn. FYI, *you will also learn a ton about yourself, and your effective/ineffective study habits, and how to make learning more accessible for everyone! Y’all, I love this stuff, and believe you will too!*

**Course Objectives**

At the conclusion of this course, students will have demonstrated knowledge of and abilities to do the following:

* Compare and contrast different theoretical positions on teaching and learning
* Describe contemporary learners along a continuum of characteristics (e.g. socioeconomic status, ethnicity, language, gender, ability levels, etc) and discuss the implications of these characteristics for teaching and learning.
* Identify the diverse factors (social and emotional, cultural, contextual, biological, physical, familial, etc) that affect learning, and discuss the implications of these factors on educational practices.
* Recognize and articulate how personal philosophies and preferences for learning influence educational practices.
* Apply research to inform development as learners and instructional designers.
* Articulate various standards for knowing and understanding content, and articulate the implications of these standards for assessment.
* Reflect on and relate classroom observations with theoretical concepts discussed in class.
* Demonstrate awareness of the [Foundations of Reading Competencie](https://drive.google.com/file/d/17aO2cgQPUDb6QCujmNx2E8-8WU1DH-FY/view)s
* *Overall, you should be very thoughtful about and be able to justify your beliefs about learning using things we learn in this course. You will be proud of what you learn this semester!)*

**Honors’ Addendum (CIED 3033H): Honors Classroom Learning Theory Research Project**

Students enrolled in the Honors section of Classroom Learning Theory are responsible for completing a research project and presenting their findings to the class. See the [Honors Addendum to CIED](https://docs.google.com/document/d/1mJ96G8yUjDghvRonnGorYWdwLZKhOXVqvzKHccnSGQE/edit?usp=sharing) [3033H](https://docs.google.com/document/d/1mJ96G8yUjDghvRonnGorYWdwLZKhOXVqvzKHccnSGQE/edit?usp=sharing) for more details including deadlines.

**Instructional Methods & Independent Work**

A social constructivist approach to teaching and learning is employed in this class so students develop their own meaning and knowledge structures through experiences and interactions with others. *(Don’t worry! You will learn a lot about what social constructivism means in this class.)* This student-centered course depends upon active student participation. Students engage in individual, small group and large group activities and are exposed to a variety of models of teaching and learning. Time is spent participating in activities as middle, high school, as college students, and analyzing activities and resources as prospective teachers. *Please talk a lot in this class to make it more fun and engaging! Ask questions to me and to your peers. Try things; challenge yourself; get out of your comfort zone; grow! If you make a mistake, good for you because you are learning! Also… because I love learning so much, I will make more mistakes than you do in this class!*

Work Outside of Class: As per [academic policy 400.40](https://provost.uark.edu/policies/120040.php), *the average student is expected to prepare for each class by engaging in a minimum of two hours of out-of-class work per week for each credit hour earned.* (See what successful students do [#11](https://ecampusontario.pressbooks.pub/studyprocaff/part/successful-students-learn-independently/).) For this three hour course, students are expected to devote approximately *6* hours per week outside of class to do the following:

* Complete individual and group assignments.
* Read, analyze, and reflect thoughtfully on assigned readings
* Actively engage with your peers on the discussion board.
* Complete assigned hours of formal observations in an assigned local school (See the *Field Experiences and Reflections,* under the *Assignment Descriptions* section below, for more details about this requirement.)
* Be reflective and thoughtful observers and learners by writing observation reflections

*Just a Note: I was a single mom in my college days, and life was tough at times. Communicate your needs and stresses to me. I will understand. You might feel better just knowing that I get it! Besides, I can probably help you problem-solve, and I can give you deadline extensions too if you need them.*

*See…I told you I could help!*

**Course Grades, Assignment Information, and the Semester Calendar**

This course has been designed to encourage the development of advanced instructional techniques relevant to actual classroom instruction and planning. Most assignments are designed to translate directly to the classroom teaching and learning. Larger projects in the course that will require more indepth time commitment and group work will be announced in advance. Details for these projects will be provided on separate documents.

**Grades**

Course grades are determined by students’ active participation in class as well as by their scores on individual assignments. A brief overview of course assignments and corresponding grade value are on the table below, and their descriptions are below that. *Hey, if I do my job well, so will you as long as you do the things and ask for help when you need it ( See what successful students do* [*#5*](https://ecampusontario.pressbooks.pub/studyprocaff/chapter/successful-students-ask-for-help/) *). I want to see you succeed! I mean it! You got this!*

|  |  |
| --- | --- |
| **Assignments** | **% Value** |
| **Weekly Learning Activities**   * *Class participation and active engagement* during class discussions, collaborative learning activities, exit slips, etc.   Note: Graded activities missed during class will not be recreated and can not be made up. | 30 |
| * *Homework & Discussion Board Reflections* (i.e. article readings, quality engagement on the course discussion board, presentations, and etc.) | 20 |
| **Field Experiences:** Observations and Reflections (8)  (See the [Field Experiences Observations & Reflections](https://docs.google.com/document/d/14DYvT83JqyMuPBn8Ev3kZyUpWc29Z-ZsXwJYX8qtxu8/edit?usp=sharing) Guidelines & Policies) | 20 |
| **Theory Enactment Assignment**   * [Theory Enactment Assignment (i.e. Create and teach a miini-lesson)](https://docs.google.com/document/d/1g_-vS_YVtoKYpKREYzH31IX4dzbVlJUhOp29Yj0fRMY/edit?usp=sharing)- This assignment includes multiple assignments with scaffolded due dates. | 15 |

|  |  |
| --- | --- |
| **Tests & Weekly Quizzes** (announced) | 15 |
| **Total** | **100%** |

*Grading Scale.*This course will align with the following grading scale based on total percentage:

**A**: 90-100; **B**: 80-89; **C**: 70-79; **D**: 60-69; **F**: <60

**Assignment Due Dates and Submission Guidelines**

*Due Dates & Late Work Policy:* Official due dates are located in the *Submit Assignments* folders on Blackboard. Unless otherwise stated, assignments are due by 10:00 p.m. on Saturday evenings.

Late assignments may lose 10% of their value per week. No assignments will be accepted more than two weeks after the due date (unless prior instructor approval has been given and documented in email correspondence.) If you have extenuating circumstances, *email* me in advance of the due date to (a) request an extension, and (b) specify a reasonable new date when you will submit the assignment. *BTW, extenuating circumstances could be a lot of things. Just ask if you need more time.* Deadline extensions are at the discretion of your instructor on an individual basis.

*Assignment Submission Guidelines & Technology Issues:* Unless otherwise stated, most of your assignments should be uploaded to Blackboard via a Word document (.docx). If a deadline is approaching, and you are struggling with the technology submission requirements, to avoid late point deductions, email the completed assignment to your instructor before the deadline. Get help from your instructor and then upload the document to Blackboard for full credit the next day.

*Discussion Board & Blackboard Reminders:* Blackboard sends reminders about pending due dates. However, the Discussion Board assignments are unique because they usually have staggered due dates (original posting and responses to your peers). I will set it up to remind you about the original posting deadline, but you will have to manage subsequent deadlines regarding your responses to your peers.

**Assignment Descriptions**

Specific details regarding individual assignments and official due dates will be posted on Blackboard *Weekly Agenda* and the *Submit Assignments* tab on the navigation bar. A brief overview of each category of assignment follows:

1. Weekly Learning Activities:
   * *In-Class Participation.* Face to face attendance (f2f) and active participation during class are foundational to motivation, learning, and developing more informed ideas in the contexts of multiple perspectives. Consistent attendance and active engagement (via class discussions, taking notes, readings, homework, individual and group projects, asking questions for clarification and curiosity, etc.) is expected and an important component to a course designed to help you develop into a teaching professional.

Students will also collaborate on multiple brief in-class projects, which may be assessed for credit.

* + **Most graded assignments given during class time can not be made up later.**

*Remember that word mentioned earlier in the instructional methods section above:*

*“Social constructivist” Well, it applies here! Valuable learning happens right here in the classroom as you interact with others, and it can’t always be measured by an assignment. So be present, participate, and ask questions of one another and from me. It will be worth your time, and you will be glad you did!*

* + *Homework Assignments:* In addition to active classroom engagement, students will also be required to complete multiple homework assignments independently. These assignments will be in the form of article readings, discussion board assignments, and preparation for class presentations.

1. Field Experiences and Reflections: This course is designed to introduce you to the learner and the learning process both theoretically and practically as it takes place in the classroom. You will be assigned to a specific local school campus where you will observe in at least 8 different classrooms to see how theories of learning are applied in a classroom setting. Written reflections must connect ideas discussed during class and reflect an explicit focus on the learning process, the classroom environment, and the interactions among the students, teachers, and learning materials. Your instructor will provide specific reflection prompts to guide your observations and written reflection. *This is where we connect theory to practice. When you observe in other classrooms, you will look specifically for the things we talk about in class. It really is kind of cool!*

Clear articulation, support and analysis of ideas (personal and theoretical) are required. Quality writing is integral to this process. Observe proper English, grammatical, and mechanical rules of writing. If you struggle with writing, there is help available at the University’s [Student Success Center](https://success.uark.edu/). Also communicate with your instructor and ask for help from her as well. *Be sure and read my feedback on your reflections so you can improve on future iterations of them.*

*Note: Field Experiences are a substantive part of your grade. You will need to manage your schedule throughout the semester in order to fit these in. (See what successful students do* [*#2*](https://ecampusontario.pressbooks.pub/studyprocaff/chapter/successful-students-take-responsibility/)*.) If this is a specific struggle for you, let me know so we can be creative and think about diversifying your options. Talk to me about this if it becomes an issue.*

1. Theory Enactment Assignment: At the end of the semester, you will design and teach a mini- lesson that intentionally and explicitly incorporates multiple components of the major theories we discuss in class. This project has scaffolded due dates. More information about this assignment will be provided on Blackboard. *This will be an engaging project for you!*
2. Tests & Quizzes: Although the majority of class assignments are projects and performance type assessments, there will be at least two major tests and weekly quizzes pertaining to course content, including lectures and readings. Students are encouraged to review lecture and reading notes prior to class each day.

**Semester Schedule**

The [semester schedule](https://docs.google.com/document/d/1yx-4x7CbNzBzBpV3fmMmXRJXhIaIUDtpa9vDOFFe5Io/edit?usp=sharing) is a tentative guideline of topics, assigned textbook readings, and major assignment due dates.However it is a *tentative* guide because it will change frequently depending on how much time we spend on specific topics. Check back frequently for updates. *The* ***weekly agenda o*n Blackboard is the official schedule for daily learning events, assignments and due dates.**

The semester schedule is posted on Blackboard, and is accessible from the navigation bar.

**Course Policies and Expectations**

*Attendance:* Consistent f2f attendance and active engagement is expected. Although class materials and information will be posted on Blackboard, you are also responsible for communication and information presented during class time that may not be available on Blackboard. Additionally, multiple graded assignments will be given during class time and can not be made up. **Students must be in f2f attendance a minimum of 60% of the time in order to earn at least a C average or better.** *Remember, most of the learning happens in the classroom during class discussions. (See what successful students do* [*#4*](https://ecampusontario.pressbooks.pub/studyprocaff/chapter/successful-students-go-to-class/)*)*

*Virtual Attendance:* Virtual attendance is only an option due to extenuating circumstances, which must be communicated to your instructor 24 hours in advance of class time. When attending virtually, t**o be counted as present, students must actively participate orally and/or via the Chat box throughout the lesson without any direct instructor prompting. (Note: Just being logged does not count as attendance.)** It is the student’s responsibility to ask for instructor clarification during class or immediately afterward as needed.

*Absence Policy:* If you are absent for *any* reason, you are responsible for missed course content and meeting deadlines. Check the Blackboard *Weekly Agenda* folder for information; ask your peers to update you on missed information, and feel free to contact your instructor as well. Unannounced quizzes and interactive assignments given during class time will not be recreated, and can not be made up.

*Class Cancellation Policy*. In the event class is canceled due to an unexpected emergency, your instructor will send an email and a notification to the Remind 101 app. All students are expected to sign up for these notifications via the link posted on the Announcements on Blackboard. Students are also expected to check Blackboard for further instructions regarding required homework assignments to ensure learning continuity.

If the University closes due to inclement weather, this class may be taught via synchronous distance (virtual) instruction at the instructor’s discretion. If so, you will receive email notifications. Students should attend virtually if possible. T**o be counted as present, students must actively participate throughout class orally and/or via the Chatbox. (Note: Just being logged does not count as attendance.)** Instruction will be recorded and made available to students who do not have virtual access during the inclement weather event. Any assignments missed due to a mandated virtual class meeting can be made up without penalty as long as it is submitted within the specified due date as stated on Blackboard. Your instructor will provide more guidance as appropriate. (See the University’s Inclement Weather policy at the bottom of this document.)

*Instructional Technology.* All students are encouraged to bring a laptop to class to access course documents. Students may check out laptops and other *IT* equipment via [Information Technology](https://its.uark.edu/services.php#campus-it-resources) [Services](https://its.uark.edu/services.php#campus-it-resources). As with all teacher preparation coursework, candidates are expected to demonstrate technological competence in this course (i.e. Google applications) and other web-based applications. Google Drive will be used a lot to share and submit documents and assignments. You are encouraged to create your own Google Drive account and create a folder specific for this class. When sharing Google documents with your instructor, always *share* your documents with the instructor so that “anyone on the Internet with this link can edit.” Also download a Word copy of your Google documents before uploading them to Blackboard and submitting them for credit. Students who struggle with using technological applications should contact [IT Services](https://its.uark.edu/communication-collaboration/file-storage/) and/or contact your instructor for additional help.

*Professional Dispositions:* At all times students are expected to demonstrate professional and appropriate dispositions considered essential to effective teachers. (See [Educator Disposition](https://docs.google.com/document/d/125V7roMYrsfUkCW6bX0eOnt2wWz9HAo3GvWPCY17O2s/edit?usp=sharing) [Assessment)](https://docs.google.com/document/d/125V7roMYrsfUkCW6bX0eOnt2wWz9HAo3GvWPCY17O2s/edit?usp=sharing). Should students fail to demonstrate these dispositions appropriately, your instructor reserves the right to contact your program coordinator and/or your advisor to elicit additional support.

*Diversity, Equity, and Inclusion (DEI).* Students of all diverse backgrounds are welcome in this course. Unique perspectives enrich the learning community. This course will address diversity considerations in the curriculum and for student engagement along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, socio-economic class, age, religion, and disability. In this course, we will have multiple opportunities to explore challenging issues and increase our understanding of different perspectives. (See what successful students do [#3](https://ecampusontario.pressbooks.pub/studyprocaff/chapter/successful-students-embrace-a-diverse-community/)). ) Although sometimes we will make mistakes in our speaking and our listening, always we will demonstrate mutual respect for one another, whatever our backgrounds, experiences or positions.

*Mental Health Concerns*: I greatly value your learning experiences in this course and in life as well. College and life is stressful for everyone.Stress and other distractions can impede learning, but sometimes you may have anxiety and stresses that are beyond your capability to manage well without some outside support to help you. If you are experiencing such issues, please do not hesitate to come see me. I will listen, and we will discuss how I can support you better. (See what successful students do [#9](https://ecampusontario.pressbooks.pub/studyprocaff/chapter/success-students-practice-mental-wellness/)). Plus, there are other resources on campus that we can talk about:

* [Counseling and Psychological Services (CAPS)](https://health.uark.edu/mental-health/index.php)
* [Hogs for Mental Health](https://mentalhealth.uark.edu/)

*Syllabus Revision Policy:* Should any changes to this syllabus be necessary or desirable, updates will be posted communicated with appropriate advance notice in class, by email, or via the Announcements on Blackboard.

**University-Wide Policies and Resources**

*Academic Support:* A complete list and brief description of academic support programs can be found on the University’s Academic Support site, along with links to the specific services, hours, and locations. Faculty are encouraged to be familiar with these programs and to assist students with finding and using the support services that will help them be successful.<http://www.uark.edu/academics/academic-support.php>

*Special Needs:* Your experience in this class is important to me. *University of Arkansas* [*Academic*](https://provost.uark.edu/policies/152010.php)[*Policy Series 1520.10*](https://provost.uark.edu/policies/152010.php) *requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have already established accommodations with the Center for Educational Access (CEA), please request your accommodations letter early in the semester and contact me privately, so that we have adequate time to arrange your approved academic accommodations.*

*If you have not yet established services through CEA, but have a documented disability and require accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical, health or temporary impacts), contact CEA directly to set up an Access Plan. CEA facilitates the interactive process that establishes reasonable accommodations. For more information on CEA registration procedures contact 479–575–3104,* [*ada@uark.edu*](mailto:ada@uark.edu) *or visit* [*cea.uark.edu.*](https://cea.uark.edu/)

*Academic Honesty: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.*

*Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at* [*http://provost.uark.edu/*](http://provost.uark.edu/)*. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.*

*Emergency Preparedness*: The University of Arkansas is prepared for a wide range of emergencies. Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at <http://emergency.uark.edu/>.

*University Inclement Weather:* Should the University officially cancel classes because of inclement weather, this class is also canceled. Campus closure will not affect assignment due dates.

For information regarding whether the university is closed for any reason use the following sources:

* Check the University’ website (uark.edu) for up-to-date closure information.
* Call 479-575-7000 or university switchboard at 575-2000 for recorded announcements about closings
* Check the NWA Online News for current closings: [http://www.nwaonline.com](http://www.nwaonline.com/)
* If you haven’t already done so, you need to sign up for the university’s RazALERT Emergency Notification System on your [RazALERT website](https://safety.uark.edu/emergency-preparedness/emergency-notification-system/).

If there is inclement weather but the University remains open, students are expected to also be in attendance. However, students who live off campus are expected to exercise their personal judgment and common sense regarding their personal safety under the circumstances and weather conditions. Email your instructor and let her know the situation. Also be sure and check your email for information from the University and your Remind 101 notifications regarding emergent situations.

When campus is closed due to inclement weather, on-campus classes will not meet in person, but classes may continue virtually using video conference software like Microsoft Teams or Zoom. (For more details, see the University’s [On-Campus Class Cancellation Due to Inclement Weather](https://safety.uark.edu/inclement-weather/) policy)

*Violence/Active Shooter:*

* **CALL:** 9-1-1
* **AVOID:** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* **DENY:** Barricade the door with desk, chairs, bookcases, or any other items available in the space. 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’s safe.
* **DEFEND:** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**Appendix D: Syllabi and Course Descriptions**

*Pedagogy Courses: 40 hours*

**CIED 10003. Introduction to Technology in Education (Sp, Su, Fa). 3 Hours.**

A study of computer technology as it relates to teacher education. This course introduces students interested in teacher education to the knowledge and skills required to demonstrate their proficiency in technology and learning.

Syllabus

**CIED 10003: INTRODUCTION TO TECHNOLOGY IN EDUCATION**

**SYLLABUS**

Please see the Course Manual for policy and procedure.

**1. Program Affiliation:** Career and Technical Education

**1.1 Course Number and Title:** CIED 1003: Introduction to Technology in Education

**Prerequisite**: None

**Meets:** Global Campus

**Offered:** Spring, Summer, Fall

**1.2 Professor:** Betsy Orr, Ed.D.

[borr@uark.edu](mailto:borr@uark.edu)

Peabody Hall, Room 315

Telephone: Email Dr. Orr for her cell phone number

Office hours: please email [borr@uark.edu](mailto:borr@uark.edu) for an apt.

**1.3 Textbooks and/or Supplementary Materials**

1.3.1. Course manual (published in Blackboard)

1.3.2. University and instructor library

1.3.3. Curriculum frameworks from the Arkansas Department of Education

1.3.4. Internet resources

1.3.5. Specialty professional organizations

**Supplemental Textbooks**

Ciampa, M. (2014). Security awareness: Applying practical security in your world. Cengage Learning: Boston, MA.

Danielson, C. (2009). Implementing the framework for teaching in enhancing professional practice. ASCD, Alexandria, VA.

Forcier, R. C. & Descy, D. E. (2005). The computer as an educational tool: Productivity and problem solving (4th ed.). Pearson Merrill Prentice Hall: Columbus, OH.

Hartnell-young, E. & Morriss, M. (2007). Digital portfolios. Corwin Press: Thousand Oaks, CA.

Howland, J. L., Johassen, D. & Marra R. M. (2012). Meaningful learning with technology. (4th ed.) Pearson: Boston, MA.

Miller, M. (2010). Google apps. Prentice Hall: Columbus, OH.

Montgomery, K. K. & Wiley, D. A. (2008). Building e-portfolios using powerpoint: A guide for educators. Sage Publications: Los Angeles, CA.

Morley, D. & Parker, C. S. (2006). Understanding computers: Today and tomorrow. (10th ed.) Thomson Course Technology, Boston: MA.

Morrison, G. R. & Lowther, D. L. (2010). Integrating computer technology into the classroom. (4th ed.) Pearson: Boston, MA.

O'Bannon, B. W. & Puckett, K. (2010). Preparing to use technology. Pearson: Boston, MA.

Powell, S. D. (2012). Your introduction to education. Pearson: Boston, MA.

Recesso, A. & Orrill, C. (2008). Integrating technology into teaching. Houghton Mifflin Company: New York, NY.

Richardson, W. (2009). Blogs, wikis, podcasts and other powerful web tools for the classrooms. Corwin Press: Thousand Oaks, CA.

Ryan, K., Cooper, J. M., & Tauer, S. (2008). Teaching for student learning: Becoming a master teacher. Houghton Mifflin Company: New York, NY.

Smaldino, S. E., Russell, J. D., Heinich, R. & Molenda, M. (2012). Instructional technology and media for learning (8th ed.) Pearson Merrill Prentice Hall: Columbus, OH.

Shelly, G. B., Cashman, T. J., Gunter, G. A. & Gunter, R. E. (2006). Teachers discovering computers: Integrating technology and digital media in the classroom. Thomson Course Technology: Boston, MA.

**PLEASE READ THE COURSE MANUAL FOR ADDITIONAL INFORMATION.**

Stair, R. M. & Reynolds, G. W. (2016). Principles of information systems. Cengage Learning: Boston, MA.

Thorsen, C. (2009). Tech tactics. Allyn and Bacon: Boston, MA.

Vermatt, M. E. (2014) Microsoft office 2013: Introductory. Cengage Learning: Boston, MA.

Watkins, R. (2005). E-learning activities. John Wiley & Sons: San Francisco, CA.

Weixel, S., Fulton, J., Barksdale, K., Morse, C. & Morse, B. (2004). Multimedia basics. Thomson Course Technology: Boston, MA.

Williams, R. & Tollett, J. (2006). The non-designer's web book. Peachpit Press: Berkeley, CA.

Wolber, D., Abelson, H., Spertus, E. & Looney, L. (2015). App Inventor 2: Create your own android apps. O’Reilly Media: Sebastopol, CA

**Internet Resources**

Arkansas Computer Science Frameworks

<http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents/computer-science>

Arkansas Department of Education

<http://www.arkansased.gov/>

Arkansas Department of Career Education (Agricultural Science, Business Education, Family and Consumer Science, Technology Education)

<http://ace.arkansas.gov/cte/informationForms/curriculumFrameworks/Pages/default.aspx>

Arkansas Science Curriculum Frameworks

<http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents/science>

Career and Technical Education Curriculum Frameworks (CATE students)

<http://ace.arkansas.gov/cte/informationForms/curriculumFrameworks/Pages/default.aspx>

Charlotte Danielson: A Framework for Teaching

<https://danielsongroup.org/framework/>

<http://tpep-wa.org/wp-content/uploads/Danielson-at-a-glance.pdf>

Charlotte Danielson: A Framework for Teaching Evaluation Instrument (2011)

<http://tpep-wa.org/wp-content/uploads/the-framework-for-teaching-evaluation-instrument-2011.pdf>

Charlotte Danielson: A Framework for Teaching Evaluation Instrument (2013)

[file:///C:/Users/Betsy/Desktop/2013-framework-for-teaching-evaluation-instrument.pdf](file:///C:\Users\Freddie\Documents\Freddie%20Land\BSE%20in%20Education\BAT%20Final%20Document\2013-framework-for-teaching-evaluation-instrument.pdf)

Common Core State Standards

<http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/common-core-state-standards>

**PLEASE READ THE COURSE MANUAL FOR ADDITIONAL INFORMATION.**

Curriculum Framework Documents

<http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents>

International Society for Technology in Education (ISTE)

<http://www.iste.org/welcome.aspx>

**1.4 Chalk and Wire Policy**

Chalk and Wire is not a required component of this course.

**2. Course Description/Justification**

**2.1 Catalog Description:** A study of computer technology as it relates to teacher education. This course introduces students interested in teacher education to the knowledge and skills required to demonstrate their proficiency in technology and learning.

**2.2** **Relationship to Knowledge Base**: Basic Level

This course is primarily related to the Scholar-Practitioner Model as one of the basic level courses. The course looks at ways in which technology may be used as a tool to facilitate changes in the way teachers teach and students learn. The course is enhanced with supplemental activities that prepare scholar-practitioners to incorporate new trends in computer technology into the educational settings. Scholar-practitioners will have the opportunity to utilize technology that enhances the instructional process.

**3**. **Goals and Objectives**

**3.1 Goals**

This course is designed to provide an overview of how technology can be used as a tool to enhance classroom teaching and student learning. Main emphasis will be placed on the hands-on learning of software applications that are widely used in education programs as well as emerging trends and issues in computer technology. Classroom teachers and educational leaders must apply their knowledge of pedagogy, learning theory, technology, and assessment techniques in order to address the needs of all learners.

All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar Practitioners.* The scholar practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. The scholar practitioner is **knowledgeable, skillful, caring and inquiring.**

*For a copy of the Conceptual Framework document go to the following sit*e:

<https://ep3.chalkandwire.com/ep2_uark/SecureUrlPage.aspx?urlId=55271518&PageId=138178&u=guest&cus=164>

The specific goal is this course is to

3.1.1. Provide an overview of how technology can be used as a tool to enhance classroom teaching and student learning. Main emphasis will be placed on the hands-on learning of software applications that are widely used in education programs as well as emerging trends and issues in computer technology. Classroom teachers and educational leaders must apply their knowledge of pedagogy, learning theory, technology, and assessment techniques in order to address the needs of all learners.

**3.2. Objectives**

Upon completion of this course the student should be able to:

3.2.1. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology. (Domain 1: Planning and Preparation, Domain 2: Classroom Environment)

3.2.2. Identify and utilize the types of computer equipment, applications and software needed to enhance curriculum using the Arkansas Curriculum Frameworks. (Domain 1: Planning and Preparation)

3.2.3. Recognize how to access, evaluate, and use information to improve teaching and learning. (Domain 1: Planning and Preparation, Domain 3: Instruction)

3.2.4. Use computer applications and tools to design instruction. (Domain 3: Instruction/ ATS 4)

3.2.5. Implement technology educational materials. (Domain 1: Planning and Preparation, Domain 3: Instruction/ ATS 5)

3.2.7. Identify Internet resources for facilitating learning and emerging technologies. (Domain 1: Planning and Preparation/ ATS 4)

3.2.8. Explore, evaluate and use technology resources (software, tools, etc.) (Domain 1: Planning and Preparation, Domain 3: Instruction / ATS 4)

**4. Student Activities and Experiences**

**Accommodations**

Students with Disabilities: University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).

**Academic Integrity**

The Academic Integrity policy is strictly adhered to in this course. The policy should be reviewed at <http://catalogofstudies.uark.edu/2882.php> The Academic Integrity Sanction Rubric should be reviewed at <http://catalogofstudies.uark.edu/2882.php>

The application of the University of Arkansas Academic Integrity Policy will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Integrity Policy. Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational process.

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals though programs of student and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy' which may be found at http:// provost.uark.edu/. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

**Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden**. State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me. Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

**Collaboration, working with another student enrolled in any section of CIED 1003, or any working with another individual on any of the assignments in this course are strictly forbidden.** All work submitted by students in this class must be expressly their own unique work. Copying any work from another student’s paper is not allowed.

Examples of violations, but not limited to

1. Collaborating with another student or person to work on assignments in this course. One example of collaboration is looking up resources for assignments together, writing assignments together, discussing responses to assignments with another person to obtain additional information.
2. Submitting work as your own when you did not create the work.
3. Submitting work that has been previously offered for credit in another course.
4. Falsification of participation. Having someone else submit your work.
5. Plagiarizing, that is, one’s own work, the words, ideas, or arguments of another person or using the work of another without appropriate attribution by quotation, reference, or footnote. Plagiarizing often leads the reader to believe that the person that submitted the work actually created the work.
6. Loaning a copy of your submitted work to another student or person.
7. Substituting your name on another student’s or person’s paper to lead the reader to believe that you created and/or developed the work

**Inclement Weather**

**Inclement weather does not affect online courses.** Due dates do not change because of inclement weather. If a due date needs to be changed because of a **statewide outage** your Instructor will post the revised due date in Blackboard.

For information regarding whether the university is closed or an inclement weather day is declared (please remember, this course is not affected by inclement weather), use the following sources:

* 1. See the inclement weather web site at http://emergency.uark.edu/11272.php
  2. Call 479-575-7000 or the university switchboard at 575-2000 for recorded announcements about closings.
  3. Check voice mail for announcements.
  4. Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.
  5. Contact your supervisor.

If the university remains open, no announcement will be made.

*This is an online class; therefore, inclement weather does not postpone due dates. All due dates are adhered to in this course unless the Instructor determines otherwise.*

**4.1. Assignments/Tasks**

Grades for each student will be based on the assignments listed in Blackboard. Directions and grading rubrics for all of the assignments are provided in the Assignments & Rubrics link in Blackboard. The Course Manual and class materials are published in Blackboard. Other assignments will be required as needed and they will be published in Blackboard. Assignments are subject to change as needed.

All assignments require the use of a PC. All assignment directions are given correctly for PC users.

5. Content Outline (tentative, changes each semester based on the needs of the learners)

1. 5.1. Goal Statement
2. 5.2. Google News
3. 5.3. Mullins Library
4. 5.4. Google Scholar
5. 5.5. Teacher Tube
6. 5.6. Quizlet
7. 5.7. Jeopardy Lab
8. 5.8. Jeopardy Game Review
9. 5.9. Magazine Cover
10. 5.10. Motivational Poster
11. 5.11. Introduction to Coding
12. 5.12. Coding – Moana: Wayfinding with Code
13. 5.13. Coding – Code with Anna and Elsa
14. 5.14. Design Your Own Business Card
15. 5.15. Using Prezi
16. 5.16. Creating a Personal Blog
17. 5.17. Blogging Boot Camp
18. 5.18. Weebly Web Page, Part 1
19. 5.18. Weebly Web Page, Part 2
20. 5.19. Survey Monkey (fall and spring semesters only)
21. 5.21. Other Assignments as Needed

6. Evaluation Policies

6.1. Grades for the course will be based on successful completion of all required assignments **by the due date** **and time**. Grading rubrics, due dates and times and the Course Manual are published in Blackboard. All assignments must be submitted via Blackboard. Submissions are not accepted nor are they graded if submitted via email. Course assignments must be submitted in the correct assignment submission link.

Due dates are strictly adhered to in this course. The only exceptions made are if you are in the hospital or if there is a death in the immediate family. Appropriate documentation must be provided for both. If there is an immediate death in the family please provide the url of the obituary or the funeral program. Hospital document may include admission papers. If your hospital stay is for a scheduled test or surgery you must complete the assignment in advance. Exceptions are only made for emergency surgeries (no advance notice was known by you). Athletes must submit assignments by the due date/time. Because this is an online course all students should be able to meet the deadline and additional time to complete assignments is not a factor in this course.

Any url that is required for an assignment MUST be working correctly by the due date/time. Frequently students will submit the url to the main Weebly, Blogger, Prezi, Teacher Tube, coding or Jeopardy web (those are just examples) site but not the url to the student’s weebly, blog, Prezi, coding or Jeopardy game. This is equivalent to not submitting the assignment. Late submissions are not accepted for full credit. The url must be correct at the time the assignment is due.

Grades are determined in the following ways:

Points allocated on the grading rubrics will be used to grade all assignments.

If one day late you will be allowed to receive half credit. If Blackboard shows that you submitted the assignment after the due date/time you will receive half credit for the assignment. **Having an assignment clear Blackboard at 4:31 PM is considered late.** Anything submitted 24 hours or more after the due date and time will be awarded zero points.

Blackboard will have percentage grades available and updated after each assignment is graded. If you do not see this information please contact Blackboard Help.

Important notes about Blackboard: Blackboard will not show that you submitted an assignment at the time you hit *Submit.* Instead, the time and date provided will be the time and date that it was cleared in Blackboard. Due to server demands on your computer or on the Blackboard server it may occasionally take longer to clear. It is highly recommended that you submit your assignment several hours before they are due; the ideal situation would be to submit your assignment at least 24 – 48 hours before the due date/time. Please read the Course Manual for more information

6.2. Grades will be assigned using the scale below:

A = Distinguished – 100% - 91%

B = High Quality – 90% - 81%

C = Acceptable – 80% - 71%

D = Poor Quality – 70% – 61%

F = Not Acceptable – below 61%

Extra credit will not be provided at the end of this course. Emails asking for extra credit at the end of the semester will not be responded to. Please do your best and adhere to deadlines and you will not be faced with needing a “better” grade.

6.3. Incomplete Policy: Students will not be given an incomplete grade in the course without sound reason and documented evidence. **In any case, for a student to receive an incomplete, he or she must be passing and must have completed a significant portion of the course.**

**7. Syllabus Change**

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

**CIED 30303. Classroom Learning Theory (Sp, Su, Fa). 3 Hours.**

A survey of the major theories of learning with special emphasis on human learning and implications for education. Prerequisite: CIED 1002 and CIED 1011; or [MUED 2012](http://catalog.uark.edu/search/?P=MUED%202012); or [PHED 1003](http://catalog.uark.edu/search/?P=PHED%201003); or [AGED 1123](http://catalog.uark.edu/search/?P=AGED%201123) and [AGED 1031](http://catalog.uark.edu/search/?P=AGED%201031); and [PSYC 2003](http://catalog.uark.edu/search/?P=PSYC%202003)

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University of Arkansas, College of Education and Health Professions  
Department of Curriculum and Instruction

**CLASSROOM LEARNING THEORY (CIED 30303)**

**Professor:** Dr. Charlene Johnson Carter  
**Office**: Peabody Hall, Room 201  
**Office Phone**: 575-3129  
**E-Mail Address**: [cjohnson@uark.edu](mailto:cjohnson@uark.edu)

**Office Hours:**Tuesday, 3:30 - 5:00pm; Wednesday, 10:00am - 11:30am; or, By Appointment

**Text: Required** Woolfolk, A. (2016) *Educational psychology* (13th ed.). Boston: Pearson.

**Course Focus:**

This is a core course for several educational licensure/degree programs. It is designed to introduce the preservice teacher to the learner and the learning process as negotiated within a classroom. The roles of educators and students in the learning process and the impact of the interactive classroom environment on learning are examined. Developmental theories (cognitive, psychosocial, and moral), their cultural and sociopolitical influences, and the implications of these theories and their influences for education are reviewed. Theories of learning and teaching are also examined.

All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar-Practitioners.* The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. For a copy of the Conceptual Framework document go to the following site:

<https://ep3.chalkandwire.com/ep2_uark/Portfolio_Template.aspx?u=cwire&t=201182411844&cus=164&pageID=138178>

**Competencies/Connections to Arkansas Teacher Excellence and Support System (TESS)**

**Upon completion of CIED 3033, students will be able to:**

A. Explain the interactions of students, teachers, and materials in classrooms and the implications of these interactions for classroom environments. ***(TESS Domains 1, 2, 3/ ATS, 3)***

B. Describe contemporary learners along a continuum of characteristics, i.e., socioeconomic status, ethnicity, gender, language, etc., and discuss the implications of these characteristics for instruction in the contemporary classroom and in the future. ***(TESS Domain 1 / ATS 1, 2, 4)***

C. Compare and contrast major theoretical positions on development and learning. ***(TESS Domain 1/ ATS 1, 2)***

D. Identify social (e.g., family structure and socioeconomic status) and cultural (ethnicity, language, and gender) factors that influence cognitive and emotional development, and receptivity to classroom practices. ***(TESS Domains 1& 3 / ATS 1,2,9)***

F. Recognize and articulate how their own personal philosophies and preferences for learning influence their educational practices. ***(TESS Domains 1 & 4 / ATS 9)***

**Areas addressed:**

A. Cognitive and affective dimensions of classroom environments.

B. Major theories on cognitive and psychosocial development.

C. Behavioral and cognitive theories on learning; differences in perception and practice.

D. The application of research to the practice of education.

E. Contemporary learners - differences (cultural, physical and cognitive); influences (media, technology, etc.); and, evolving familial patterns/realities.

F. Varying theoretical positions on teaching and learning, i.e., constructivism, multiple intelligences, etc., and their relevance and implications for learners.

G. Motivation and its implications for learning and classroom practices/environments.

H. Assessment - practices, theoretical foundations, and relevance for instructional practices.

**Course Requirements:**

1. **Class attendance/participation:** A **constructivist approach** is employed in class whereby students are expected to be actively involved in their learning. Students are encouraged to read the material, note any questions or areas where concepts are not fully understood, and raise these questions during the class. However, the readings will **not** be rehashed during class. The focus in class is on students' interpretation and synthesis of the reading material; different dimensions of the issues/ideas will be explored. A variety of learning approaches are used within the class for interpreting and analyzing the material. To maximize the learning, students are expected to attend (absences will be noted), be prepared (completed readings prior to the class in which they are to be discussed), and participate (share ideas/opinions and support/relate them with/to information from readings, articles, etc.).
2. **In-Class Activities/Reflections:** There are several opportunities for students to respond to/reflect on class material during the semester. These responses take varied forms and ***can only be completed during the time or class when given***.
3. **Group Project:** There are two components to this project/assignment, (1) an oral group presentation, and (2) an individual reflective paper.

a. ***Oral Group Presentation***: Students participate in one of several group presentations on course topics identified by the instructor. Each topic is associated with or linked to an area studied within class or within our text. Working with four to six classmates, students research an area of interest within the assigned topic with the goal of **extending or furthering the understanding** of the class on this area. The intent is not to repeat the information from the book but, rather to extend it. Findings are orally presented to the class. The **presentations** are to be 15 to 20 minutes in length.

Presentations are evaluated based on their effectiveness in conveying ideas, clarifying/extending information on the topic, stimulating interest in the topic, answering questions, and integrating group members into the presentation. There will be **one grade** given for the presentation, a **group grade** that will be the same for each group member. A reference list of the resources (articles, chapters, books, etc.) used during the preparation, i.e., researching the issues presented, is an integral part of the presentation. The list is to be written in APA format and submitted the day of the presentation.

b. ***Individual Reflective Paper***: Two parts for this paper include: information from observed presentations of others, and reflections on the process used to complete your presentation. Students analyze and reflect on personal and other group member’s participation (roles and responsibilities) within the group, as well as the process (research, decision-making, etc.) used to develop and implement the presentation. **Papers are to be one to two pages, double-spaced**.

1. **Case Study:** Students analyze a case assigned by the instructor. The analysis focuses on the major players in the case and the issues, explicit and implicit, within the case. For the major players, the roles they play in the case and the implications of these roles for the issues within the case are discussed. For the issues, emphasis is on in-depth examination of what is occurring in the case and why. What is causing the issues within the case? Implications of the major players’ actions for the issues? Inferences regarding the issues and their causes are *supported* by events and actions of the characters within the case. **There is a maximum of three pages, typed and double-spaced, for this paper**.
2. **Classroom Management Philosophy/Design*:*** This paper is submitted at the end of the semester and is the culmination of the course. Included in the paper are your definitions of teaching and learning; your beliefs or philosophy regarding the most important aspect of the classroom to ensure effective management; your classroom design; and the behavioral, cognitive, motivational and assessment techniques you plan to use. **There is a maximum of five pages, typed and double-spaced, for this paper**.
3. **Exams:** There are three exams. The exam experience is a learning tool that gives students a better understanding of how learning occurs.
4. **Field experience:** Students will be assigned to classroom teachers at an elementary school or a secondary school where **they must spend a minimum of twelve hours in the classroom**. Visits to the school and interactions with teachers and students are required. Students are responsible for establishing a schedule with the supervising teacher, maintaining that schedule, and completing duties assigned by the teacher. **Successful completion of field experience (including completion of hours and passing/satisfactory grade from supervising teacher as well as the instructor) is required to pass this course**. (See *Field Experience* handout.)

**Evaluation:**

Assignments will be graded as follows:

In-Class Assignments/Reflections 100

Group Project 150

Oral Presentation 75

Reflection Paper 75

Case Study 100

Classroom Management Philosophy 150

Exams (3@100 points) 300

Field Experience 200

***TOTAL 1000***

Grading Scale: Points Grade

1000 - 900 A

899 - 800 B

799 - 700 C

699 - 600 D

599 & below F

**Expectations**:

Writing is an integral part of the class. Clear articulation, support and analysis of ideas (personal and theoretical) are required. All work submitted for review and evaluation should be professional in appearance and content. Papers are to be typed and double-spaced. Citations and bibliographic references adhere to the APA (6th edition) style of writing.

On the assigned due date, work is submitted. Maximum points earned on an assignment are reduced by 10% for each calendar day that the assignment is late. **Assignments that are more than seven days late are not accepted**. Students are required to attend all group presentations.

Attendance is important and absences are noted. Excessive absences negatively affect grades.

Questions and interactions are a major part of this course and are integral to the learning process.

Students are not compelled or mandated to question and/or respond. Students can ask questions concerning topics studied or class requirements either in class or in the instructor's office. If no questions are asked, the instructor assumes students understand the topics studied and the assignments. **Directly after class is not the optimal time for discussing issues**. Students are encouraged to see the instructor during posted office hours or make an appointment to clarify any concepts or instructions before they become problematic.

**Statement of Academic Honesty**

We will fully adhere to the University of Arkansas Academic Policy as stated in the Student Handbook. “As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at [http://provost.uark.edu/](https://exchange.uark.edu/owa/redir.aspx?C=621c4f206e194be9adbf390eb19f4c23&URL=http%3a%2f%2fprovost.uark.edu%2f) Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

**Inclement Weather Policy**

The class follows the University policy in determining class cancellations. If there is some deviation from this policy, students are notified by email and/or an announcement in Blackboard. Students are encouraged to consult Blackboard for information on class assignments and/or other issues if class is cancelled.

**ADA Statement** “University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).”

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*State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a*

*derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use.* ***You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior***

***permission from me.***

*Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.*

**EMERGENCY PROCEDURES**

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at **emergency.uark.edu**.

**Severe Weather (Tornado Warning):**

* Follow the directions of the instructor or emergency personnel
* Seek shelter in the basement or 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 lowest 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 (CADD):**

* **CALL-**  9-1-1
* **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* **DENY-** Barricade the door with desk, chairs, bookcases or any 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’s safe.

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

**CIED 4023. Teaching in Inclusive Secondary Settings (Su). 3 Hours.**

This course is designed to prepare pre-service teachers to teach in inclusive classroom settings at the secondary level. Course content will focus on the ways in which exceptionality, specifically focused on high-incidence disabilities and culture, specifically focused on English language learners mediate the learning experiences of secondary level students.

**College of Education  
DEPARTMENT OF CURRICULUM AND INSTRUCTION  
Special Education Program  
"Scholar-Practitioner"**

**I. Program Affiliation: Curriculum and Instruction**

**Course Number and Title: CIED 40203 Teaching in Inclusive Secondary Settings**

**Catalog Description:**

This course is designed to prepare secondary teachers to teach in inclusive secondary settings. Course content provides information about the various ways diversity mediates the instructor’s curricular decisions and the learning experiences of secondary-level students. The course content will provide an overview of definitions of exceptionalities, legal basis for the education of individuals with exceptionalities in the United States, and strategies for designing and implementing interventions in secondary–level classrooms.

**Instructor: Special Education Faculty**

**II. Relationship to Knowledge Base:**

Basic Level (M.A.T.)  
The Scholar-Practitioner Model at this level provides an introduction to instruction that accommodates diversity and provides a foundation for the developing professional. This course is one of the core courses required of students enrolling in the Secondary M.A. T. program.

**III. Goal:**

The goal of this course is to provide future scholar-practitioners with a knowledge base concerning the issues involved in the successful instruction of secondary–level students  
  
**IV. Competencies:**

1. By the end of the course, the student will access, use, and/or generate knowledge by integrating theory and practice.
2. Create an inclusive teaching environment that accommodates academic diversity among secondary-level students.
3. Create an inclusive teaching environment that reflects evidence-based inclusive practices
4. Give examples of how to create collaborative relationships and empower communication within a classroom environment
5. Give examples of how to create a responsive social environment conducive to student learning in secondary-level settings
6. Give examples of how to create successful transitions to various educational/community settings
7. Give examples of how to implement and monitor large and small group instruction
8. Give examples of how to implement teaching strategies in the context of specific domains (e.g., reading, writing, spelling, mathematics)

**V. Content:**

1. Understanding the foundations and fundamentals of special education (i.e., an overview of definitions of exceptionalities, legal basis for the education of individuals with exceptionalities in the United States)
2. Creating an inclusive environment that supports students with exceptionalities
3. Differentiating instruction for students with exceptionalities
4. Give examples of how to select critical content in designing modifications.
5. Give examples of how to build a learning community in the classroom.
6. Give examples of how to assess and build upon student’s background knowledge when in designing curricula.
7. Give examples of how to implement teaching strategies designed to be responsive to students’ individual differences.
8. Give examples of how to enhance instruction by teaching cognitive and meta-cognitive strategies (i.e., teaching students how” to learn).
9. Give examples of special education policies and procedures

**VI. Evaluation and Assignments**

* Quizzes-Textbook Chapters  (130 points)
* Assignment 1 Textbook Real World Assignment (60 points)
* Assignment 2 My 13th Winter Essay (60 points)
* Assignment 3 My !3th Winter Essay (60 points)
* Assignment 4 Textbook Real World Assignment(60 points)
* Assignment 5 Accessibility Checklist (30 points)
* Assignment 6 Journal Essay(120 points))

Quiz Information: Each student will have the option to complete two attempts on the quizzes for each of the assigned chapters.

**This is an option--**you do not have to complete the second attempt for each of the assigned chapters.

The reason for the option of taking a second attempt is to provide a second opportunity for students who do poorly on the first attempt.   
   
Quiz 1 items will be generated randomly. The time slot is 1-hour.  
  
If the student wishes to take the second attempt, attempt two test items will be generated randomly. However, there is a likelihood that some items from the first quiz will appear on the second attempt.   
  
The higher grade will be entered in the grade book.

Information pertaining to the other assignments is located in the Weekly folders. Please view the Schedule to note the due dates per assignment.

**VII. Syllabus Change:**

The professor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

**VIII. Grading Scale: Based upon a total of 520 points**

|  |  |
| --- | --- |
| 93%100% | A |
| 85-92.9% | B |
| 77%-84.9% | C |
| 70%-76.9% | D |
| < 70% | F |

**IX. Due Dates:**

Online courses take a lot of commitment and self-direction. Your ability to schedule your time well is instrumental in being successful in this class. You may follow the recommended reading/assignment schedule or work ahead at your own pace. Specific due dates for all work are noted on the syllabus. All assignments must be completed by the date due (before midnight). If assignments are not turned in by the due date the instructor reserves the option to not grade the assignment. Subsequently, you will receive a zero for that assignment.

**X. Accommodations**

Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

**XI. Academic Integrity**

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals though programs of student and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy' which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden.

*State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use.* ***You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me.***

*Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.*

**XIV. Emergency Procedures**

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.     
  
Severe Weather (Tornado Warning):

* Follow the directions of the instructor or emergency personnel
* Seek shelter in the basement or 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 lowest 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 (CADD):

* CALL-  9-1-1
* AVOID- If possible, self-evacuate to a safe area outside the building.  Follow directions of police officers.
* DENY- Barricade the door with desk, chairs, bookcases or any 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’s safe.
* DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Additional Weather Information:  
Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue.  Therefore, an awareness of the campus policies may be helpful and is, therefore, included in the syllabus.  In general, if the  
  
Fayetteville School District has closed the schools, faculty will be unavailable.  For further information, please check www.uark.edu for information concerning campus offices.  University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations.  The University's inclement weather site is updated frequently on the University website.

**XIII. Classroom Behavior**

Inappropriate remarks or comments disrespectful to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

**XIV. Course Resources**

University of Arkansas Mullins Library  
Open Access Computer Laboratories

**XV. Research Base**

**Text(s)/Readings**

**Required texts/readings:**  
Gargiulo, R. M. (2015). *Special education in contemporary society* (5th ed.). Thousand Oaks, CA: Sage.

Abeel, S. (2003). *My thirteenth winter: A memoir*. New York, NY: Scholastic.

**CIED 44003. Understanding Cultures in the Classroom (Su, Fa). 3 Hours.**

This course provides pre-and in-service teachers knowledge and skills necessary for educating ethnically and linguistically diverse classrooms. Students have the opportunity to understand positive relationships while removing stereotypes and prejudices. It addresses issues for social justice education through understanding ways that children learn and communicate in their homes and communities. Students will examine how topics in multicultural education inform instructional goals, curriculum planning/implementation, and teaching practices across content areas in public K-12 classrooms. Some sections of this course will contain a service learning component.

Syllabus: CIED 4403; Title: **Understanding Cultures in the Classroom**

**University of Arkansas, College of Education and Health Professions**

**Department of Curriculum and Instruction**

Semester: Fall 2017

Catalog number: CIED 4403**\***

Tuesdays, Time 4:30 pm–7:15 pm | Location: 307 Peabody Hall

First Session: August 22, 2017 | Last Session: TBA

\***Service Learning = 15 hours** (Tutoring: Childers Knapp Elem. School)

|  |  |
| --- | --- |
| **General Information** |  |
| Professor: Kristina (Tina) Howlett, Ph.D.  Office: Peabody Hall 116  Office Hours: Tues. 1:00-4:00; Thurs. 9-12 | Phone: 479.575.7517(office)/479.871.5123 (cell)  Email: khowlett@uark.edu  Please phone or email to arrange appointments outside office hours. |

**I. Program Information: CIED / Program Affiliation: Curriculum and Instruction**

**Course Description:**

CIED 4403: *Understanding Cultures in the Classroom*, provides pre-and in-service teachers with the knowledge and skills necessary for educating ethnically and linguistically diverse classrooms. Students have the opportunity to understand positive relationships while removing stereotypes and prejudices. The course addresses the issues for social justice education through understanding ways that children learn and communicate in their homes and communities. This course includes a 15-hour service-learning component tutoring an English language learner.

Students will examine how topics in multicultural education inform instructional goals, curriculum planning/implementation, and teaching practices across content areas in public K-12 classrooms. The course will lead pre-and in-service teachers through experiences to heighten their own awareness, knowledge base, and skill set with the goal of applying the concepts in classroom and school settings. There will be a particular emphasis on groups traditionally marginalized by the U.S. school system. This course will consider the implications of educating students who, by their presence in schools, create school racially, linguistically, and culturally diverse school environments. Through a service learning practicum, guest speakers, textbook readings, scholarly articles, and guest speakers, we will explore the criticality of multicultural education in a diverse society, and pay particular focus on the development of the multicultural teacher. A merger of theory and applied knowledge (praxis) will be part of the class discussions, journals, assignments, activities you complete, and the questions you ask of yourself and others. A specific goal of this course will be personal racial and multicultural literacy development.

All candidates pursuing degrees in the College of Education and Health Professions are to apply the principles of the conceptual framework as *Scholar-Practitioners.* The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. The Scholar-Practitioner is **knowledgeable, skillful, caring and inquiring** and defined by the following tenets:

1. One who accesses, uses, or generates knowledge
2. One who plans, implements, and models best practices
3. One who understands, respects, and values diversity
4. One who is a developing professional and a lifelong learner
5. One who communicates, cooperates, and collaborates with others
6. One who makes decisions based upon ethical standards and professional criteria
7. One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling

**II. Relationship to Program Tenets and TESOL Standards for P-12 ESL**

This course is a pedagogical studies course based on the theoretical and practical aspects of methods, techniques, and materials for English Language Learners (ELLs).

1. Scholar Practitioners are knowledgeable and demonstrate this through *Scholar-Practitioner* ***Tenet One****: One who accesses, uses, and/or generates knowledge*

Teacher candidates will use their textbook, professional journals, and related websites to develop an understanding of how languages are acquired and learned and how contemporary language instruction and assessment is embedded in all content areas. *TESOL Standards 1a, 1b, 4a, & 4b*

1. Scholar Practitioners are skillful and demonstrate this through *Scholar-Practitioner* ***Tenet Two****: One who plans, implements, and models best practices*—Teacher candidates will show their understanding of ELLs by examining how cultural diversity plays a role in planning for student learning and for assessing students in appropriate ways. *TESOL Standards 3a, 3b, 3c, 4a, 4b, & 4c*
2. Scholar Practitioners are caring and demonstrate this through *Scholar-Practitioner* ***Tenet Three:*** *One who understands, respects and values diversity*

Teacher candidates will develop an understanding and respect of ELLs by examining the role of families in schools and how culturally responsive schooling impacts student engagement and success. *TESOL Standard 2*

1. Scholar Practitioners are Inquiring and demonstrate this through *Scholar-Practitioner* ***Tenet Four****: One who is a developing professional and a lifelong learner*

Teacher candidates will examine how language policy has impacted ELL student learning and engagement historically and in contemporary settings and what opportunities and resources are available for their continued learning and growth in the field of TESOL. *TESOL Standards 5a & 5b*

**TESOL Standards**: TESOL

Pre-K-12 <https://www.tesol.org/docs/books/bk_prek-12elpstandards_framework_318.pdf?sfvrsn=2>

1. **Course Objectives (CO):** Upon successful completion of the course, students will be able to:

* 1. Apply the multicultural (MC) education definitions, history, theories, and models of multicultural education to classroom learning and service learning experiences. Understand the various perspectives and issues in MC education and distinguish among theories, techniques, and strategies that are appropriate and effective in a multicultural classroom for the purposes of democracy and equity in schooling.
  2. Assess the characteristics of an effective MC educator, reflect on personal cultural, and design a personal plan. Self-evaluate and develop a self-study incorporating information about cultural identity, and analyze the influence of person cultural identities on teaching and learning. **Gain awareness** by examining themselves as cultural beings through self-critique and reflection;

examine personal prejudices and biases. Exercise open-mindedness and commitment to inquiry and reflection; develop a four step-model for ongoing professional development.

* 1. Write and reflect on the history of the United States from a cultural perspective, understand how the laws that impact members of diverse groups have changed, and what critical laws affecting education have resulted. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues. Interrogate beliefs, practices, and policies in schools and society that hinder or advance *multicultural understanding and acceptance.*
  2. Apply MC educational theory and best practices about the academic achievement of diverse learners to develop tutoring experiences to meet the cultural, academic (content) and linguistic (language) needs of English language learners. Integrate strategies and activities, technologies, and culture to enhance tutoring lessons for culturally and linguistically diverse students by capitalizing on the cultural and linguistic backgrounds and experiences of student. **Develop skills** in meeting the needs of diverse populations. Understand the importance of helping students develop attitudes, skills, and abilities needed to learn and work in a multicultural democratic society.
  3. Apply the understanding of others as cultural beings to expand self-awareness and discuss perspectives of case studies (Seeing Differences in Others; Responding to Differences in Others; Ineffective Responses to Cultural Differences in Schools; and Positive Relationships to Cultural Differences in Schools). Attend a cultural event, analyze the event, and reflect on a culture.
  4. Participate in a classroom learning community by self-reflecting on learning through classroom activities, discussions, homework, quizzes, and audio-taped reflections. Develop and articulate a sound philosophical, theoretical, and personal rationale for multicultural education

1. **Assignments (All Grading Rubrics will be on Blackboard).** Students are required to upload their assignments by the due dates, unless otherwise directed by the professor.

1. **Homework Assignments (**4 Total X 25 = 100 point*s*):Directions and rubrics will be posted on BB.

1. **Response Papers** (2 X 40 = 80 points)

1. **Service Learning Component Project** (15 sessions X 15 points = 225 points)

This is a 15-hour assignment tutoring an English Language Learner at an elementary school.

Dr. Howlett will provide specific instructions in class and on Blackboard.

On **Tues, Sept. 12th,** we will meet at Childers Knapp Elementary School, instead of the U of A.

**Journals (Binders)**

These on-going journals, hand-written or typed notes and audio-reflections, will allow you to capture your growth as a multicultural educator through the lens of multicultural education in your service learning experience**. Dr. Howlett will provide directions in class.**

* 1. **Log**: In your log, you will keep a record of the dates and times of each tutoring session.
  2. **Journal:** (The binder is to keep your tutoring ideas and notes and/or copies of student work.
  3. **Audio-Reflections (15)**: After each tutoring session, you will produce an audio reflection (3-5 minutes in length) about your thoughts, feeling, and beliefs about each tutoring experience. For each Audioreflection, you will state your name, the date, and time of the tutoring session. Your will post these audio-recordings three times on Blackboard in the assignment section.
  4. **Integration of Technology**: At least 3 sessions should integrate technology with documentation of how technology was used to incorporate topics/issues related to the course. (Teacher and/or student use).

1. **Cultural Event Attendance or Community Service and Presentation (A): 50 Points**

**AND Cultural Interview and Presentation (B): 50 Points** (Sign Up in Class for a Presentation Date)

**A. Cultural Event Attendance (or Community Service) and Presentation (See Pg. 185 for general guides; Dr. Howlett will provide final guidelines and will review the rubric in class)** Many of our international students hold cultural events open to the entire student body. Many will make presentations about their homeland, food, clothes, religion, family life, government, and schools. Plan to attend **at least one** (2+ hours) such cultural celebration and share the experience with your classmates in this class. For more information about UAF cultural events, check these links:  [or](http://iss.uark.edu/) [http://comp.uark.edu/~ictweb/.](http://comp.uark.edu/~ictweb/)  **Our August 22nd guest speakers will provide resources.**

You may attend extended cultural events from this culture such as a religious rites or rites of passage celebrations that bring people together in ways to express their ideas, traditions, and values. **If you would like to participate in a community service project such as assisting at a citizenship workshop, tutoring an adult or another topic related to our class, please obtain the instructor’s approval.**

* + Provide **a 10-15 minute PPT or Prezi Presentation** of the event attended
  + Provide contact information (especially) website information, the goal of the event, and the name of the sponsoring organization
  + This project may be conducted by an individual or a partner (no more than 2 students per group)
  + Please sign up in class for the week that you would like to present

B. **Cultural Interview and Presentation: Learning About Another Person’s Culture** (50 points)

**Purpose/Rationale**: Learning about other cultures, perspectives, and worldviews is critical to becoming a multicultural educator. In this assignment, you will have the opportunity to learn about another culture by reading about and then interviewing a person from this culture.

**Directions:**

* 1. Identify a person from a culture that is different to yours. **Select a person who you do not know**. Research various sources (Internet and library) to gain background knowledge about this person's culture. You should read at least three (3) different and credible readings. Summarize key findings from the readings (approximately one page, using bulleted format) citing sources appropriately and listing full references at the end of your summary.
  2. Review the handout [Questions to Guide You in Learning About a Person's Culture.](http://www.d.umn.edu/~hrallis/courses/1100sp04/assignments/learn_cultures_qs.html) Select 8-10 of these questions (more if you want, but choose at least 8) plus add any other questions that you would like to ask. Develop a written set of interview questions that you plan to use in your interview. You may conduct a semi-structured interview, which means that you do not need to ask all the questions or ask them in the order you have them listed. You will find that if you use open-ended questions they lead to other questions based on the person's response.
  3. Interview a suitable person using the questions you have prepared and draw on your background knowledge from your research.
  4. Interview the person. Although it is useful to take notes in the interview and/or tape record the interview, you need to be sensitive to how the person may react if you do this, and how it will influence you if you are taking notes as you do the interview (**for this reason it is useful to do this assignment in pairs, preferably with a colleague from our class, so one of you can write while the other asks questions**).
  5. Analyze the responses from the interview and present a summary of your findings. This may be in the form of:
     + a written essay (4 pages double spaced).
     + an illustrated essay (with photographs/pictures/drawings. Example: If appropriate and with permission, you may take photos of the person and where they live, pictures of the person's home/work place/environment/artifacts from the person's story; you may scan in pictures the person has shared with you, or you may draw your own pictures to illustrate points in your story.)
     + a story written from the perspective of the person you interviewed (4 pages double-spaced).

**What you should turn in:**

* 1. Summary of research findings from at least 3 credible sources (approximately one page, using bulleted format.) Cite sources appropriately and listing full references at the end of your summary.
  2. List of the questions you *planned* to ask in the interview, noting which ones you *actually* ended up asking (and adding in any others that you included impromptu during the interview).
  3. Analysis of the interview (in essay, illustrated essay, or story form). (Adapted from E. Lynch & M. Hanson (1998) *Developing Cross-Cultural Competence)*

1. **Quizzes (10 x 10 points=100 points)**

The quizzes (multiple choice) will be covering the material from the assigned readings. The quizzes will be on Blackboard and are due on Sunday, midnight.

1. **Application Projects**

**Part 1:** **Textbook Critique (Individual or Partner Project) and Presentation (30 points)** Alone or with a partner, select a textbook (or a children’s book) from the subject and grade level that you would prefer to teach and screen the book for evidences of multiculturalism or the lack of multiculturalism in the presentation of content. Narrow down the textbook to one class lesson and present your finding to the class **(10 minutes).**

○ If you find faults or weaknesses, how might you change the lesson materials to recognize the needs of all of your students?

○ If you find strengths or specific efforts to recognize cultural differences within a classroom, demonstrate how the textbook made that effort.

**Part 2:** **Curriculum Development & Lesson Plan Design and Presentation (30 points)**

**(Individual or Partner Project**

For this project, you will prepare and present a lesson in the subject and grade level that you would prefer to teach. Your lesson design poster presentation should:

* + Indicate which multicultural course perspectives that the lesson was designed to address and how the lesson addresses those perspectives.
  + Describe no less than 2 key course perspectives in this project.
  + Provide clear examples of how your activity addresses these key perspectives.

***Note:*** You will provide a ***5-minute poster presentation*** *to your classmates of your lesson design.*

1. **Reflective Personal Development Paper (**70 points: Due the last day of class).Directions will be on BB and reviewed in class.

1. **Participation and Attendance** (15 classes X 10 points = 150 points)

All students are to attend each class and actively participate in large group, small group, and individual discussions and activities.

Participation and attendance are crucial. Students are to attend all classes, read the assigned reading before the class starts, and reflect and contribute in class discussions. Students are expected to be in class on time and remain throughout the entire class. Attendance will be taken at the beginning and at the end of every class period. If you are not available when attendance is taken, you may lose an attendance point, unless you are authorized by the class instructor or have an excused absence.

1. **Final Exam:** (80 points-Date TBA)

1. **Evaluation Policies**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Total Points** | **Percentile** | **Objectives** |
| 1. Homework # 1 – 4 (25 points each) | **100** | **10** | **1.1; 1.3; 1.6** |
| 2. Response Papers (2 X 40 = 80) | **80** | **8** | **1.1; 1.3; 1.6** |
| 3. Service Learning Assignment: Tutoring and Audio-Reflections (ongoing) 15 hrs. X 15 | **225** | **24** | **1.1; 1.4** |
| 4. Cultural Event & Interview Project (2) | **100 (50 each)** | **10** | **1.5** |
| 5. Quizzes (10 X 10 points each) | **100** | **10** | **1.1; 1.6** |
| 6. Application Projects: Textbook  Critique/Analysis and Lesson Plan Design (2) | **60 (30 each)** | **6** | **1.1; 1.5** |
| 7. Reflective Personal Paper (1) | **70** | **7** | **1.1; 1.2** |
| 8. Participation and Attendance (15 X 10) | **150** | **15** | **1.1; 1.6** |
| 9. Final Exam (1) | **80** | **8** | **1.1; 1.6** |
| **Total** | **965** |  |  |

1. **Required Text and Materials**

**Text:** Howe, W. A., & Lisi, P. L. (2017) *Becoming a multicultural educator: Developing awareness, gaining skills, and taking action*. Thousand Oaks, CA: SAGE Publications, Inc. ISBN: 978-1-4833-6505-3. Second Edition. **Bring your textbook to each class.**

The free, open-access Student Study site at [http://study.sagepub.com/howe2e f](http://study.sagepub.com/howe2e)eatures web quizzes, web resources, and more.

**Recommended resources for additional exploration:**

**Videos**

* + Geneva Gay, *Culturally Responsive Education*
  + Lee Mun Wah, *Color of Fear*
  + Robert McNeil, *Do You Speak American?*

1. **Grading Scale**

90-100% A

80-89% B

70-79% C

60-69% D

Below 60% F

1. **ATTENDANCE POLICY AND LATE WORK POLICY:**

Attendance: “Student absences resulting from illness, family crisis, university-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.” (Academic Regulations, University of Arkansas Catalog of Studies) This course will meet only once a week and students with unexcused absences will lose discussion points for the class period. Any student who leaves during the half-time break, will lose half discussion/participation points. **Furthermore, more than one unexcused absence will result in a 10point penalty on the final class grade.** You are expected to have completed all assigned readings and to come to class with your readings, your notes from the readings, and questions and insights to share. Active participation in the course is essential and expected. Repeated tardiness could result in loss of participation points.

In regards to tutoring day:

1. If you cannot attend a scheduled tutoring session, you must contact your instructor by phone or text at

LEAST 15 MINUTES PRIOR TO THE TIME YOU WERE SCHEDULED TO ENTER THE HOST SCHOOL CLASSROOM.

1. You must follow up the initial contact with your instructor with an email fully explaining the reason for your absence, and this email must be sent by noon on the day absent.

BECAUSE OF SCHOOLS’ SCHEDULES, IT CAN BE VERY DIFFICULT TO MAKE UP A MISSED TUTORING SESSION:

**Makeup Policie**s: Late work will not be accepted without penalty. A 10 percent reduction in grade per day will be apportioned except in extraordinary circumstances (death in the family, serious illness, etc.). If you have an excused absence as defined above, you may take a makeup examination. It is prohibited to submit an assignment that you have submitted or will submit for another course.

**Cell Phone Policy and Usage**: Please **turn off your cellular phones** upon entering the classroom and **put them away.** If you have an emergency situation and must put your phone on vibrate, please inform Dr. Howlett BEFORE class explaining the situation. You must leave the classroom to use your cell phone. During some classes, cell phones & other electronic devices will be used as a learning tool (Kahoot, Poll Everywhere, etc.)

* 1. Computers or tablets, **NOT cell phones**, may only be used in class to access online reading material related to the course content. No social media, e-mailing, or texting, etc. is allowed during class time. If you are in violation of the cell phone and technology policies, points will be deducted from your participation/attendance. Please be present and mindful others by focusing on your work and listening while others are speaking.
  2. During all forms or participation, please keep in mind the following ground rules: 

Listen actively and thoughtfully – consider perspectives different from yours.

* + - Speak from your own experience or from the readings—avoid interpreting for others.
    - Respectfully challenge others’ ideas: refer to the ideas; -- do not attack the person

**VI: ACADEMIC HONESTY**

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Each student is responsible for being fully aware of the contents of the Academic Honesty Policy and of the possible consequences of disregarding that policy. Any work turned in by a student must be his or her own original work. Works from others that are referenced must be cited according to APA guidelines. The University of Arkansas Academic Honesty Policy can be located online at: [http://provost.uark.edu/245.php.](http://provost.uark.edu/245.php) The APA guidelines for citations can be found online through OWL at :http://owl.english.purdue.edu/

I expect, and will enforce, a strict policy of academic honesty. Students who engage in plagiarism (from books, articles, the Internet etc.), or other forms of academic dishonesty, will be reported.

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.” “Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at [http://provost.uark.edu/ S](https://exchange.uark.edu/owa/redir.aspx?C=3afdc57dca6f460d98da7260776e1894&URL=http%3a%2f%2fprovost.uark.edu%2f)tudents with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.” SafeAssign will be used to detect plagiarism. If SafeAssign indicates that your level of copied material is greater than 10%, the instructor will closely examine the evidence for plagiarism AND all cases will be reported to the department for academic dishonesty.

**Center for Educational Access:**

“University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).”

**Inclement Weather Policy:**

Classes will be cancelled if the University closes. For detailed information, go to http://provost.uark.edu/185810.pdf

**Students with Disabilities**

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).

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**EMERGENCY PROCEDURES**

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu. **A. Severe Weather (Tornado Warning):**

* Follow the directions of the instructor or emergency personnel
* Seek shelter in the basement or 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 lowest floor, pick a hallway in the center of the building
* Stay in the center of the room, away from exterior walls, windows, and doors **B. Violence / Active Shooter (CADD):**  o CALL- 9-1-1
* AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* DENY- Barricade the door with desk, chairs, bookcases or any 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’s safe.
* DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**XII. PROFESSIONALISM at School Sites**:

A. While completing service learning in schools, CIED 4403 students are to engage in professional behavior and dress, always remembering that they are the guests in the host schools and that they are representing the University of Arkansas. Not adhering to the host school rules or to guidelines will lead to dismissal and a failing grade.

# B. STUDENTS ARE REQUIRED TO DRESS APPROPRIATELY/PROFESSIONALLY. THIS MEANS NO JEANS OF ANY COLOR OR ANY JEAN MATERIAL, NO TANK TOPS, NO

TEE SHIRTS, NO SHIRTS WITH WRITING ON THEM, NO HATS OR CAPS, NO FLIPFLOPS, NO SEE-THROUGH CLOTHING, NO DRESSES, NO TIGHTS WITH SWEATERS, NO LOW-CUT TOPS, NO TIGHT FORM-FITTING PANTS.

1. STUDENTS WITH MULTIPLE BODY PIERCINGS MAY BE ASKED TO REMOVE SOME OF THEIR JEWELRY. TATTOOS MAY NEED TO BE COVERED.
2. NO GUM CHEWING DURING THE OBSERVATIONS AND NO EATING OR DRINKING.
3. SO, WHAT IS ALLOWED? DRESS SLACKS, KHAKI PANTS, DRESS SANDALS OR SHOES, PROFESSIONAL LOOKING DRESS SHIRTS/TOPS
4. IT DOES NOT MATTER WHAT YOU SEE TEACHERS IN THE HOST SCHOOL WEARING; PLEASE ABIDE BY THE GUIDELINES.
5. ALL PUBLIC SCHOOLS ARE TOBACCO-FREE/DRUG FREE/WEAPON FREE ZONES AND THIS INCLUDES ALL SCHOOL PROPERTY, EVEN THE PARKING LOT!!!!!
6. BE AWARE OF YOUR LANGUAGE (including grammar and use of appropriate language).
7. **NO ELECTRONIC DEVICES OF ANY KIND! IF YOU ARE DEALING WITH AN**

**EMERGENCY, SUCH AS A RELATIVE IN A HOSPITAL, NOTIFY YOUR INSTRUCTOR. EACH HOST SCHOOL HAS ITS OWN SET OF GUIDELINES AS TO WHEN, WHERE, AND HOW EMERGENCY NOTICES ARE TO BE HANDLED.**

1. Students who need to vary from the allowed apparel due to religious reasons may make special arrangements with the instructor.

***Note:*** *The syllabus may change at the discretion of the instructor. Changes will be announced in class and/or via Blackboard.*

**EDST 32203. American Educational History (Sp). 3 Hours.**

This course is designed to offer a comprehensive study of the history of the American education system. Students completing this course will be able to document the diverse and often competing influences into what has become the public school structure, as well as, the second system of American schools, parochial schools, arising out of the schooling conflict of the 1880's. Starting with the development of literacy skills and the formation of township or colony schools, the linage of schooling will be investigated from the late 1600's to the present time. Prerequisite: [EDST 3113](http://catalog.uark.edu/search/?P=EDST%203113) or instructor consent for non-EDSTBS majors. HISTBA or AMSTBA may waive [EDST 3113](http://catalog.uark.edu/search/?P=EDST%203113)

**University or Arkansas**

**College of Education and Health Professionals**

**Department of Curriculum & Instruction**

**Educational Studies**

**EDST 32203**

**American Educational History**

**Instructor**: Dr. Rhett Hutchins

**Office**: 119 Peabody Hall

**Office Hours**: By Appointment in Summer

**Phone**: 479-575-5561 (office) / 479-310-7733 (google)

**Email**: rjhutchi@uark.edu

**Course Number & Title**: EDST 3223 - American Educational History

**Class Time & Place**: MTTh 9:15 – 10:20 AM - Grad Ed 229

**Required Text**

*American Education: A History, 5th Edition* (2013) by Wayne Urban & Jennings

Wagoner (978-0415539135) Routledge

*The School in the United States: A Documentary History* (2014) by James Fraser

(978-0415832472) Routledge

**Additional Reading**

Additional readings maybe posted to Blackboard throughout the duration of the course.

**Course Goals**

This course is designed to offer a comprehensive study of the history of the American education system. Students completing this course will be able to document the diverse and often competing influences into what has become public school structure, as well as, the second systems of American schools, particularly parochial Catholic schools.

**Course Description**

This course is designed to offer a comprehensive study of the history of the American education system. Students completing this course will be able to document the diverse and often competing influences into what has become the public school structure, as well as, the second system of American schools, private/parochial schools arising out of the schooling conflict of the 1880’s. Starting with the development of literacy skills and the formation of township or colony schools, the linage of schooling will be investigated from the late 1600's to the present time.

**Course Objectives**

Upon completion of this course, students will be able to:

1. Establish the historical linage resulting in the modern school structure in American society.
2. Examine the influences of notable American figures on the development of schooling: Benjamin Franklin, Thomas Jefferson, Benjamin Rush, Noah Webster, Horace Mann, Catherine Beecher, Fredrick Douglas, W.E.B. DuBois, Booker T. Washington, John Dewey, Margaret Haley, George Counts, John Holt, Jonathan Kozol, and post-1990’s educationalist.
3. Understand the influence of differing social, political, cultural, ethnic, and religious factors upon the ideas and practice of schooling across the time periods from the late 1600’s to 2000’s.

**Instructor Expectations**

* All students will work to the best of their abilities.
* All students will communicate orally and in writing.
* All students will think analytically and produce original work.
* All students will demonstrate sensitivity for culture, language, religion, disability, gender, socio-economic status, and sexual orientation of individuals.

**Attendance Policy**

Attendance and active participation are essential for understanding the course content as well as engaging in the learning process with others. As a member of a learning community and a pre- professional educator, it is expected that you demonstrate responsible attendance; arrive punctually for class; actively anticipate in class sessions; and schedule all appointments (medical, work, etc.) at times other than class times.

As this course is based on student-lead discussion, no more than 3 absences are permitted during the semester. A forth absence will result in a “WF” from the course. Any absence from class (excused or unexcused) will be counted as an absence unless a department of the University of Arkansas excuses it for official university business.

If there are extenuating circumstances that impact your attendance, it is your responsibility to immediately contact me to discuss the situation. For prolonged attendance conflicts, such as medical issues or loss of a family member, please contact the Dean of Students Office or the Division of Student Affairs at the University of Arkansas.

**Religious Absences**

If you will be participating in any religious observations during the course of this class, please provide me with a list of dates as well as the religious observation being observed before the end of the first week of the course. Most Judeo-Christian (Protestant, Catholic, Orthodox Christian & Jewish, and Reformed Jewish) religious observations are on the standard calendar and are recognized by myself. I am aware of many Islamic, Hindu, and Buddhist religious observations as well, but they are not lodged in my consciousness. Religious observations will not count against the course attendance policy as long as assignments are made up. Participation may be made up via a reflective journal detailing the religious significance and the promotion of religious education experiences.

***Summer 2016 Religious Holy Days***

Ramadan (Beginning) – June 6 (Monday)

Shavouth – June 12 (Sunday)

Laylat al-Qadr – July 1 (Friday)

Eid al-Fitr – July 5 (Tuesday)

**Course Management Software**

The course is supported by Blackboard course management system. Blackboard provides the home base for this course. I will use Blackboard to communicate with you, to provide you with course materials, including course syllabus, handouts, PowerPoint slides, and assignments. Blackboard also provides you with a meeting place for your group so you will be able to meet online as well as in person. Every student will receive a Blackboard login and password with which you can access this course. The Blackboard URL is https://learn.uark.edu/. You should access this page regularly for the latest announcement and course activities.

**Accommodations for Students with Disabilities**

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access contact (479) 575–3104 or visit http://cea.uark.edu for more information on registration procedures.

**Academic Integrity**

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s “Academic Integrity Policy” which may be found at http://provost.uark.edu Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

This course requires a research paper submitted at the end of the grading period which will be processed through Safe Assign plagiarism software used by the University of Arkansas.

**Equal Treatment**

The University faculty, administration, and staff are committed to providing an equal educational opportunity to all students. The University of Arkansas does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted on this campus.

**Inclement Weather Policy**

In cases where the weather has caused hazardous driving conditions, the University may be closed and if such conditions prevail at 5:00 A.M., the closure will be for the day. Announcements of the University‚s closing are given to the University‚s radio station (KUAF, 91.3) and other local radio and TV stations for broadcast. Closing information is also available through the University‚s website, voicemail, or by dialing 479-575-7000

**Changes to the Syllabus**

A syllabus is a tool to help you plan your time. Every effort is made to make the syllabus as complete as possible, but there may be occasions when changes are required, including changes in the grading components. The instructor will announce any deviations from this syllabus in class.

**Professionalism**

Students are required to maintain professional decorum during class. Cell phones and other non-approved electronic devices must be turned off and out of sight during class. iPads, tablets, and laptops will be permitted in class. Unprofessional behavior during class will result in the student being dismissed from class for the remainder of the day. Cell phones should be switched to silent. Never answer a call or text in class. If a call is of an emergency nature, leave the room.

**Grading Scale for Educational Studies Course**

A = 90% - 100% Outstanding achievement, earned by a relatively small number of excellent scholars

B = 80% - 89% Good achievement

C = 70% - 79% Average achievement

D = 65% - 69% Poor but passing work

F = 64% or below Failure, unsatisfactory work

XF Failure, academic dishonesty

I Incomplete course requirements

**Assignments**

*Assigned Discussion Leadership – 20%*

Each student (or pair of students) will lead discussion over their assigned topic/chapter, twice, during the semester. As discussion leader, it is your duty to lead the discussion for the entirety of the class period. Prior to your assigned day [6 pm the evening before], you must email an outline of your discussion and topical question to the instructor.

*Daily Discussion Productivity/Participation* – 40%

Active discussion is required in this historical discussion course. With a very small class size, 15-20 students, engagement with material between readers is highly sought.

*Historical Issue Research Paper* – 40%

Select an issue of historical educational importance and research it’s development or lasting effects covering three major time periods/frames. Timeframes maybe consecutive or disparate, but approval must be given from the instructor.

Topic Due Date – June 24, 2016

Annotated Bibliography – July 1, 2016

Paper Due Date – July 21, 2016

Assignment should be submitted following the APA 6th style. Average assignment length is 10-12, single spaced pages. Minimum of six academic sources required. Course texts may be used, but are not considered in the minimum requirement

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| --- | --- | --- | --- |
|  | Reading For Class | Topics in Class | Work Due |
| Tuesday, May 31 |  | Syllabus |  |
| Thursday, June 2 | Urban & Wagner – Chapter 1  Fraser – *Virginia Council; Virginia State on the Education of Indian Children Held Hostage; The Speech of Red Jacket, the Seneca Chief* | Native American & Early Colonial Education | Tanner & Dalton present |
| Monday, June 6 | **No Class** |  |  |
| Tuesday, June 7 | Urban & Wagner – Chapter 2 | Colonial Education | Dr. Hutchins |
| Thursday, June 9 | Fraser – *South Carolina Statute on the Conversion of Slaves to Christianity; A Missionary Report from Mr. Taylor to the Society in North Carolina on the Baptism of Slaves; Enquiries to the Governor of Virginia; Massachusetts’ Old Deluder Satan Law; The New England Primer* | Colonial Education | Dr. Hutchins |
| Monday, June 13 | Urban & Wagner – Chapter 3 | Early American National Education | Dr. Hutchins |
| Tuesday, June 14 | Fraser *– A Bill for the More General Diffusion of Knowledge; Thoughts upon Female Education; On the Education of Youth in America; The American Spelling Book* | Early American National Education | Dr. Hutchins |
| Wednesday, June 15 | Urban & Wagner – Chapter 4 | The Common School Movement | Chandler & Darion present |
| Thursday, June 16 | Fraser – *The Northwest Ordinance; Mann’s 10th & 12th Annual Report; An Essay on the Education of Female Teachers for the United States; Petition of the Catholics of New York; Stowe’s Report on Elementary Public Education* | The Common School Movement | Henry & Meshell present |
| Monday, June 20 | Urban & Wagner – Chapter 5 | Race & Education, Part I | Felicia & Becca present |
| Tuesday, June 21 | Fraser – *The Desegregation of Boston Public Schools; The Narrative Life of Fredrick Douglas; The Journal of Charlotte Forten; The Future of the American Negro; The Soul of Black Folk* | Race & Education, Part I | Dalton & Tanner present |
| Thursday, June 23 | Urban & Wagner – Chapter 6;  Fraser – *National Education Association Report on the Committee on Secondary School Students* | The Modern School System Begins | Craig & Dalton present  **Research Topic & Periods Due (Friday)** |
| Monday, June 27 | Urban & Wagner – Chapter 7;  Fraser – *Adolescence; Why Teachers Should Organize* | Progressive Era Education | Taylor & Henry present |
| Tuesday, June 28 | Fraser – *A Policy of Industrial Education; Vocational Education; Education v. Trade Training; Isolation in the School; The School & Society* | Progressive Era Education | Madison & Andrea present |
| Thursday, June 30 | Urban & Wagner – Chapter 8  Fraser – *Cardinal Principles of Secondary Education; National* Intelligence Test | Completing the Modern School System | Donna & Darion present  **Annotated Bibliography Due (Friday)** |
| Tuesday, July 5 | Fraser – *The Problem of Indian Administration;*  *The Asian Experience in California; American Me; Teaching Children of Puerto Rico Background in the New York City Schools* | Race & Education, Part II | Chandler & Meshell present |
| Thursday, July 7 | Urban & Wagner – Chapter 9 & 10 | Depression & War on Education | Donna & Andres present |
| Monday, July 11 | Fraser – *The American High School Today; Dare to Build a New School Order?; Sputnik & Science Education; Education for All Children* | Depression & War on Education | Danielle & Taylor present |
| Tuesday, July 12 | Fraser – *Ready from Within; Brown v. Board of Education; How Children Learn About Race;* | Race & Education, Part III | Dr. Hutchins |
| Thursday, July 14 | Urban & Wagner – Chapter 11 & 12 | Equity & Equality in Education | Tayler & Madison present |
| Monday, July 18 | Fraser - *36 Children; How Children Fail; Death at an Early Age; Elementary & Secondary Education Act; Title IX;* | Equity & Equality in Education | Becca & Felicia present |
| Tuesday, July 19 | Fraser – *Engle v. Vitale; Tinker v. Des Moines; Lau v. Nichols* | Legal Education Cases | Danielle & Tayler present |
| Thursday, July 21 | Fraser – *A Nation at Risk; The Disuniting of America; The Manufactured Crisis; No Child Left Behind; Leaving NCLB?; NCLB & the Effort to Privatize Public Education* | School Choice | Craig & Dalton present  Final Paper Due |

**CIED 40203. Classroom Management Concepts (Sp). 3 Hours.**

A number of different classroom management techniques are studied. It is assumed that a teacher must possess a wide range of knowledge and skills to be an effective classroom manager. Prerequisite: Admission to the M.A.T. program.

**Department of Curriculum and Instruction**

**Classroom Management Concepts**

**SEED 40203**

Instructor: Kevin McKinley Meeting Place: PEAH 309

Email: mckinley.kevin31@gmail.com Meeting Time: 5:30 pm-8:00

Course Purpose

A number of different classroom management techniques are studied. It is assumed that a teacher must possess a wide range of knowledge and skills to be an effective classroom manager.

Student Outcomes

At the conclusion of this course, the students will be able to:

* Describe the importance of classroom management to the learning process: TESS Domains 1 & 2, ATS 3 & 5
* Implement appropriate classroom rules and procedures: TESS 2; ATS 3
* Recognize and utilize appropriate disciplinary interventions: TESS 2; ATS 3
* Implement a variety of classroom management strategies: TESS 2: ATS 3
* Reflect on their efficacy as a classroom manager: TESS 4; ATS 9

Required Texts

* Marzano, R.J., Marzano, J.S, Pickering, D.J. (2003). *Classroom Management that Works: Research-Based Strategies for Every Teacher.* Alexandria, VA: Association for Supervision and Curriculum Development.
* Other selected readings provided by email or in class by instructor

Scholar-Practitioner Conceptual Framework

Scholar-practitioners are:

* Knowledgeable
  + They access, use, and/or generate knowledge
  + They understand, respect and value diversity
  + They are knowledgeable about teachers and teaching, learners and learning, schools and schooling
* Skillful
  + They plan, implement, and model best practices
  + They communicate, cooperate and collaborate with others
* Caring
  + They understand, respect, and value diversity
  + They make decisions based upon professional standards and ethical criteria
* Inquiring
  + They are developing professionals and lifelong learners

Instructional Methods

This student-centered course depends upon active student participation. Students engage in individual, small group and large group activities and are exposed to a variety of models of teaching and learning. Time is spent participating in activities as middle or high school students and analyzing activities and resources as prospective teachers.

Attendance

Regular attendance is an important component to a course designed to help you develop into a teaching professional. After 2 absences you will need to meet with me during office hours to best determine how you will be able to successfully complete the course requirements.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact me after the first class so that we can coordinate service

Academic Dishonesty

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Course Requirements

This course is designed to accompany the secondary internship in that what students experience in the classroom is often directly applicable in the concurrent internship experience. Keeping this in mind, the course has been designed to encourage the development of advanced instructional techniques and the assignments that are designed to translate directly to the classroom will hold the most weight in your final grade. Additional information will be provided for these assignments at the appropriate time.

Grade Scale:

100-90 – A

89-80 – B

79-70 – C

69-0 – F

**Late Assignments will be penalized 10% *per day* late.**

* Philosophy of Classroom Management (CMP) 20%
* In-Class Performance Assessments 4 @ 10% each 40%
* Presentation 20%
* Final Exam 20%

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TOTAL 100%

Philosophy of Classroom Management 20% of Final Grade

An 800-1000 word description of your personal philosophy on classroom management. See assignment handout for details.

In-Class Performance Assessments 4 @ 10% each 40% of Final Grade

Tasks completed in class that will evaluate your understanding classroom management.

Presentation 20% of Final Grade

Group presentation of one of the discipline models from the text. See assignment handout for details.

Final Exam 20% of Final Grade

**CIED 40603. Disciplinary and Interdisciplinary Literacies in Education (Fa, Sp). 3 Hours.**

This course teaches the integration of reading, writing, and new literacies within the discipline and across disciplines. Theory and strategy are presented as integrated strands of the language process as presented in the context of instructional principles and suggested teaching practices. A solid research base is emphasized while keeping the focus on practical application. Prerequisite: Admission to Teacher Education M.A.T. Program. May be repeated for up to 6 hours of degree credit.

**Department of Curriculum and Instruction**

**Disciplinary and Interdisciplinary Literacies in Education**

**SEED 40603**

Instructor:

Office:

Office Hours:

Course Purpose

**Disciplinary and Interdisciplinary Literacies in Education (Fa, Sp).** This course teaches the integration of reading, writing, and new literacies within the discipline and across disciplines. Theory and strategy are presented as integrated strands of the language process as presented in the context of instructional principles and suggested teaching practices. A solid research base is emphasized while keeping the focus on practical application.

Required Textbook

Fisher, D., & Frey, N. (2012). *Improving Adolescent Literacy: Content Area Strategies at Work* (4th ed.). New York, NY: Pearson.

Hinchman, K., & Sheridan-Thomas. H. (Eds.). (2014). *Best Practices in Adolescent Literacy Instruction* (2nd ed.). The Guilford Press.

Other readings provided by the instructor (access on Blackboard)

Student Outcomes

At the conclusion of this course, the students will be able to:

* Discuss the role of literacy instruction in content area classrooms.
* Analyze the role of the content area disciplines in the Common Core State Standards for ELA and Literacy
* Integrate appropriate strategies for literacy instruction with content area instruction. TESS 3
* Define and describe the nature of discipline specific literacy for their content area.
* Investigate and utilize appropriate discipline specific literacy skills for their content area. TESS 3
* Evaluate and explicate the balance between discipline-specific literacy skills and content area literacy standards of the Common Core.

Arkansas Standards for Beginning Teachers

At the conclusion of this course, students will have made progress in *knowledge, dispositions and performance* towards:

* Standard #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.
* Standard #2: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.
* Standard #3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

Scholar-Practitioner Conceptual Framework

Scholar-practitioners are:

* Knowledgeable
  + They access, use, and/or generate knowledge
  + They understand, respect and value diversity
  + They are knowledgeable about teachers and teaching, learners and learning, schools and schooling
* Skillful
  + They plan, implement, and model best practices
  + They communicate, cooperate and collaborate with others
* Caring
  + They understand, respect, and value diversity
  + They make decisions based upon professional standards and ethical criteria
* Inquiring
  + They are developing professionals and lifelong learners

Instructional Methods

This student-centered course depends upon active student participation. Students engage in individual, small group and large group activities and are exposed to a variety of models of teaching and learning. Time is spent participating in activities as middle or high school students and analyzing activities and resources as prospective teachers.

Attendance

Regular attendance is an important component of a course designed to help you develop into a teaching professional. It is expected that you will attend all class meetings. If you need to be gone, please notify me ahead of time. If attendance becomes an issue, we will need to meet to best determine how you will be able to successfully complete the course requirements.

Blackboard

Course materials and additional readings can be accessed through Blackboard at <https://learn.uark.edu/>.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact me after the first class so that we can coordinate service.

Academic Dishonesty

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Course Requirements

This course is designed to improve your abilities as a content area teacher. As such, the course requirements include opportunities for you to prove your mastery of literacy strategies through weekly inquiry-based assignments, a lesson plan that integrates literacy strategies, and a project-based investigation of discipline specific literacy skills. As with other courses in the MAT program, your participation in this course is encouraged, expected and evaluated.

Grade Scale:

200 - 180 – A

179 - 160 – B

159 - 140 – C

139 - 120 – F

* Weekly Inquiry Assignments
  + 8 Assignments x 10 pts. each 80 points
* Reflections (4) 20 points
* Discipline-Specific Literacy Group Project 70 points
* Blackboard Discussions 20 points
* Attendance and Participation 10 points \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TOTAL 200 points

Weekly Inquiry Assignments 40% of Final Grade

Each week we will address a specific inquiry into content area literacy. You will be expected to complete an inquiry assignment in your own classrooms each week. These will ask you to examine your own teaching practices, design and implement literacy strategies, analyze your students’ needs, and reflect on your own learning as a teacher. Class will begin each week with discussion of your findings and experiences with each assignment over the course of the previous week. To prepare for these assignments and the discussion that will follow, please skim the extended readings that accompany each inquiry. Consider the ways in which the presented literacy strategies work in your specific content area. We will also spend time each class period introducing the following week’s inquiry assignment.

Reflections 10% of Final Grade

You will have a total of four reflections throughout the semester. You will be asked to reflect on specific experiences as they relate to the pedagogical methods you have learned, the pedagogical processes you are encountering, and the metacognitive aspect of your classroom experience as it relates to your own educational knowledge and background.

Discipline-Specific Literacy Group Project 35% of Final Grade

Is it literacy in the content area or content area literacy? What’s the difference? Along with other members of your group, you will investigate, evaluate and explicate the balance between discipline-specific literacy skills and content area literacy standards of the Common Core. More information for this group project will be provided at the appropriate time.

Blackboard Discussions 10% of Final Grade

Additional readings supplied by the instructor will require students to post responses on Blackboard discussion board.

Attendance and Participation 5% of Final Grade

Teaching is not a profession that allows you to show up whenever you want and participate as much as you want. Being a teacher means that more than 100 students will be looking to you for guidance and new knowledge *every single day.* They show up even if you don’t. Likewise, these students will learn very little if you do not actively engage them. My expectation for you is no different in this class. I expect you to be here whenever humanly possible, and I expect you to engage in your learning. In return, I promise to be here to provide guidance and help you to construct new knowledge. You have a total of 3 absences that will go unquestioned. Once a 4th absence occurs, your grade will be lowered by one letter grade for the course. Meaning if you complete the course with a B and you miss four or more times, your grade will be lowered by one letter grade and so forth for each day missed thereafter. If you have an emergency, please email me well in advance of class.

**CIED 44403. Methods of Teaching Foreign Language K-12 (Fa). 3 Hours.**

Study of the methods and materials in the teaching of foreign language in K-12 settings as well as the theories of second language acquisition. Includes philosophical, cognitive, and psychological dimensions of teaching foreign languages. The planning of instruction, microteaching, and the development of instructional materials are included. Prerequisite: Admission to the MAT program. May be repeated for up to 6 hours of degree credit.

**SYLLABUS**

**SEED 44403: Methods of Teaching Foreign Language K-12**

University of Arkansas College of Education and Health Professions

Department of Curriculum and Instruction

**Instructor:**

**Office:**

**Phone:**

**E-Mail:**

**Website:**

**Office Hours:**

**I. Program Affiliation:** Curriculum and Instruction—EDUC MA--M.A.T.in Education

**Course Number and Title:** CIED 5443: Methods of Teaching Foreign Language K-12

**Description:**

**CIED 54403: Methods of Teaching Foreign Language K-12**

Study of the methods and materi­als in the teaching of foreign language in K-12 settings as well as the theories of second language acquisition. Includes philosophical, cognitive, and psychological dimen­sions of teaching foreign languages. The planning of instruction, microteaching, and the develop­ment of instructional materials are included with an emphasis on elementary and middle level settings.

**Prerequisites:** Admission to the M.A.T. program or by permission from the instructor.

**Required Texts:**

Shrum, J. L., & Glisan, E. W. (2015). *Teacher’s handbook: Contextualized language*

*instruction, 5th ed.* Boston, MA: Thomson/Heinle.

**II. Relationship to Program Tenets and Arkansas Teaching Standards:** This course is a pedagogical studies course based on the theoretical and practical aspects of methods, techniques, and materials for effective teaching of second languages in schools with an emphasis on elementary and middle level settings.

1) Scholar Practitioners are Knowledgeable and demonstrate this through

*Scholar-Practitioner Tenet One: One who accesses, uses, and/or generates knowledge*

Students will use their textbook, professional journals, and related websites to develop an understanding of the history of foreign language instruction, how languages are acquired, and how contemporary language instruction is standards-based. *Arkansas Teaching Standards 1 and 4; TESS Domains 1 and 4.*

2) Scholar Practitioners are Skillful and demonstrate this through

*Scholar-Practitioner Tenet Two: One who plans, implements, and models best practices*--Students will show their understanding of lesson design by creating and presenting mini-lessons based on national and state frameworks. *Arkansas Teaching Standards 4, 5, 7, and 8; TESS Domains 1, 2, and 3.*

3) Scholar Practitioners are Caring and demonstrate this through

*Scholar-Practitioner Tenet Seven: One who is knowledgeable about teachers and teaching, learners and learning, schools and schooling*

Students will demonstrate their understanding of Tenet Seven by composing a letter to the principle advocating for program maintenance including the importance to students of maintaining their Heritage languages.

*Arkansas Teaching Standards 9 and 10; TESS Domains 2 and 4.*

4) Scholar Practitioners are Inquiring and demonstrate this through

*Scholar-Practitioner Tenet Four: One who is a developing professional and a lifelong learner*

Students will read a series of professional articles to enhance their content and pedagogical knowledge and synthesize this information in a summary format. *Arkansas Teaching Standards 4, 5, 9, and 10; TESS Domains 1, 3, and 4.*

**III. Goal**: The purpose of this course is to introduce students to the theoretical and practical aspects of teaching foreign languages especially at the elementary and middle levels of schooling using the framework of national and state standards. Students will also be introduced to the professional organizations that support the standards and development of pre-service and in-service teachers.

**IV. Objectives**: Upon completion of the sequence of CIED 5403, students will

A. become familiar with the profession and expectations for language teachers (ACTFL Standard 6, CAEP Principle D, TESOL Domain 5);

B. understand the role of contextualized input, output, and interaction in language learning (ACTFL Standard 3, CAEP Principle C, TESOL Domain 1);

C. contextualize language instruction to address goals of the standards for foreign language learning (ACTFL Standard 4, CAEP Principle C, TESOL Domain 3);

D. organize content and plan for integrated language instruction (ACTFL Standard 4, CAEP Principle C, TESOL Domain 3);

E. connect language learning to the K-12 school curriculum (ACTFL Standard 3, CAEP Principle

C, TESOL Domain 3);

E. become familiar with integrating language study in the elementary and middle school curriculum (ACTFL Standard 3.CAEP Principles A and C, TESOL Domain 3);

F. reflect upon their growth as emerging professionals (ACTFL Standard 6, CAEP Principle D, TESOL Domain 5);

G. become familiar with current research in the profession (ACTFL Standards 2 and 6, CAEP Principle D, TESOL Domain 5).

**V. Content:**

Shrum and Glisan, *Teacher’s Handbook* Preliminary Chapter and Chapters 1-6

**VI. Assignments**: Attendance—You Must Be Present To Win

* + Bio Poem in Target Language
  + Letter to Principal: Justification for a Foreign Language Program
  + 4 Professional Article Evaluations (EDOKs)
  + Observation Assignments (See calendar)
  + 2 Graded Homework Assignments
  + 2 Lesson plans
  + Mid-Term Exam
  + Final Project

**VII. Evaluation:** The grade for each student is based upon the following items:

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Due Date** | **Points** |
| Bio Poem |  | 25 |
| Letter to Principal |  | 25 |
| Article Evaluations 4 @ 25 |  | 100 |
| Homework 2 @ 25 |  | 50 |
| Observation Assignments 13 @ 10 |  | 130 |
| **Mid-Term** |  | 50 |
| 2 Lesson Plans @ 35 |  | 70 |
| **Final Project** |  | 50 |
| **Total Points** |  | **500** |

**VIII.** **Course Requirements:**

**Class participation based on readings and other assignments:**

Assigned readings from these books should be read prior to the class session in which they will be discussed. Students are expected to participate in class discussions. Contributions may also include outside readings and/or personal experience.

**IX**. **Grading Scale:**

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = below 60

**X. Academic Honesty:**

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.  
  
Each University of Arkansas student is required to be familiar with and abide by the university’s ‘Academic Integrity Policy' at <http://provost.uark.edu/academic_initiatives.php>

Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

**XI. Inclement Weather Procedure:**

Classes will be cancelled if the University closes. For detailed information, go to

<http://provost.uark.edu/185810.pdf>

**XII. Attendance Policy and Late Work Policy:**

Attendance—you have to be present to win! Attendance is mandatory.

**All assignments are due in class on the due date** unless otherwise required. Failure to meet this requirement results in a zero for that assignment unless previous arrangements have been made with me. No late work is accepted (you can arrange to turn assignments in early).

\*\*\* Incompletes will not be given this semester due to departmental recommendations.

**XIII.** **Accommodations:**

The department of Student Support Services is designed to provide a powerful combination of programs and services to students who are first generation, and/or modest-income, and/or individuals with disabilities. The services provided by Student Support Services place an emphasis on individual assessment, counseling, advising, and skill building. Some of these services include: academic financial / personal counseling, financial scholarships, social etiquette instruction, career and graduate school preparation, academic/cultural enrichment, assistance with tutoring, and mentorship. The overarching goal of the University of Arkansas Student Support Services program is to empower students, assist them in achieving academic excellence, and seeing them through to graduation. Student Support Services is a department in the Office of Diversity. The office is located on the Garden Level of Gregson Hall. For more details, call Student Support Services at 479-575-3546 or visit the Web site at <http://sss.uark.edu/>

. Please let me know if you need any accommodations.

**XIV. Syllabus Changes**: The instructor reserves the right to make changes as necessary to the syllabus. If changes are necessary during the term of this course, the instructor will post both notification and nature of the change(s) on the course bulletin board.

**XV. Course Resources:**

A. Mullins Library

B. Internet

C. Professor's Library

**XVI. Research Base:**

**Texts:**

Brown, H. D. (2007). *Principles of language learning and teaching* (*5th ed*.). White Plains, NY: Pearson.

Brown, J. D., & Rodgers, T. S. (2002). *Doing second language research*. Oxford: Oxford University Press

Celce-Murcia, M. (2001). *Teaching English as a second or foreign language* (3rd ed.). Boston: Heinle & Heinle.

Hadley, A. O. (2001). *Teaching language in context,* Third Edition *.*Boston: Heinle

& Heinle Publishers.

Lewis, M. (1993). *The lexical approach: The state of ELT and a way forward*. Hove, UK: Language Teaching Publications.

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Nattinger, J., & DeCarrico, J. (1992). *Lexical phrases and language teaching.* Oxford: Oxford University Press.

Nunan, D. (1989). *Understanding language classrooms*. London: Prentice Hall.

O'Grady, W. (2005). *How children learn language.* Cambridge: Cambridge University Press.

**Journals:**

Selected articles may be assigned from the following professional journals**:**

Foreign Language Annals

The Modern Language Journal

Hispania

The French Review

Canadian Modern Language Review

Le francais dans le monde

The German Quarterly

Unterrichtspraxis

English Language Teaching

The TESOL Quarterly

**Learning a language is a life-long adventure!**

*Nicht für die Schule, sondern für das Leben lernen wir.*

nach Seneca

**CIED 45203. Instructional Practices in Teaching Foreign Language (Sp). 3 Hours.**

A pedagogical studies course based on the theoretical and practical aspects of methods, techniques, and materials for effective teaching of foreign languages in K-12 schools. Prerequisite: Admission to M.A.T. Program. May be repeated for up to 6 hours of degree credit.

University of Arkansas College of Education and Health Professions

Department of Curriculum and Instruction

**SEED 45203:** Instructional Practices in Teaching Foreign Language

**Instructor:** **Office:**

**Phone:** **E-Mail:**

**Office Hours:**

**I. Program Affiliation:** Curriculum and Instruction

**Course Number and Title:** CIED 5523: Instructional Practices in Teaching Foreign Language

**Catalogue Description:** **CIED 5523:** **Instructional Practices in Teaching Foreign Language (Sp).** The theoretical and practical aspects of methods, techniques, and materials for effective teaching of foreign/second languages in K-12 schools. **Prerequisite:** Admission to the EDUCMA, M.A.T. program.

**Required Texts:**

Shrum, J.L., & Glisan, E.W. (2015). *Teacher’s handbook: Contextualized language instruction, 5th ed.* Boston, MA: Thomson/Heinle.

**II.** **Relationship to Knowledge Base and Program Tenets:** This course is a pedagogical studies course based on the theoretical and practical aspects of methods, techniques, and materials for effective teaching of foreign languages in K-12 schools.

1) Scholar Practitioners are **knowledgeable** and demonstrate this through

*Scholar-Practitioner Tenet One: One who accesses, uses, and/or generates knowledge*

Students will use their textbooks, professional journals, and related websites to further understanding of how contemporary language instruction is standards-based.

*Arkansas Teaching Standards 1 and 4; TESS Domains 1 and 4*

2) Scholar Practitioners are **skillful** and demonstrate this through

*Scholar-Practitioner Tenet Two: One who plans, implements, and models best practices*--Students will show their understanding of instructional design by creating a Unit Plan.

*Arkansas Teaching Standards 4, 5, 7, and 8; TESS Domains 1, 2, and 3.*

3) Scholar Practitioners are **caring** and demonstrate this through

*Scholar-Practitioner Tenet Three: One who understands, respects, and values diversity*

Students will demonstrate their understanding of Tenet Three by designing instruction and assessment for student learning styles, cognitive needs, and cultural background as part of the Unit Plan.

*Arkansas Teaching Standards 4, 5, 9, and 10; TESS Domains 1, 3, and 4.*

4) Scholar Practitioners are **inquiring** and demonstrate this through

*Scholar-Practitioner Tenet Four: One who is a developing professional and a lifelong learner*

Students will read a series of professional articles to enhance their content and pedagogical knowledge and synthesize this information in a summary format to include in developing a literature review for their Action Research Projects. Students will also attend a foreign language conference and write a report on the experience.

*Arkansas Teaching Standards 4, 5, 9, and 10; TESS Domains 1, 3, and 4.*

**III. Goal**: This course provides an expanded view of the theories, techniques, and methods used in foreign/second language teaching/learning with a special focus on developing a unit of instruction and participation in the professional community.

**IV. Competencies**: Upon completion of the sequence of CIED 5523, students will:

A. develop lesson plans and a unit plan that reflect both national and Arkansas standards;

B. reflect on self-efficacy by connecting practice to tenets

C. select and create strategies and materials for teaching the four skills with a focus on incorporating the three modes—interpretive, interpersonal, and presentational

D. construct assessments to measure student learning including performance assessments

E. select and use appropriate second language research findings;

F. develop a plan for an action research project;

G. demonstrate an interest in second language professionalism; and

H. demonstrate commitment to education and lifelong learning.

**V. Content**

A. Instructional Planning

1. Daily lesson planning

2. Unit planning

B. Curricular Design

1. Correlations with national and state standards

2. Consideration of student population

a. Learning styles

b. Multiple intelligences

c. Cultural and linguistic diversity

3. Integration of technology

C. Testing and Assessment

1. The role of ACTFL proficiency levels

2. Development of assessments: formative, summative, performance

3. Development of rubrics

D. Research in Second Language Education

1. Using research findings in curricular development and instructional design

2. Designing an action research project

**VI. Assignments**

A. Three focused research article reports (EDOKs) based on Action Research topic

B. Four reflective journals (E-flections) based on intern experience and Scholar- Practitioner Tenets (Tenets Four-Seven)

C. Report of professional development (AFLTA State Language Conference or district conference)

* + Certificate of Attendance
  + Summary of each session
  + Description / reflection of benefits as an emerging professional

D. Teacher Candidate Work Sample Project

**VII. Evaluation:**

The grade for each student is based upon the following items:

70 pts. Participation

50 pts. Homework

100 pts. EDOKs (4)

30 pts. E-flections (3)

50 pts. Professional Development Report

100 pts. Unit Plan

400 pts. TOTAL

**VIII.** **Course Requirements:**

**Class participation based on readings and other assignments:**

Assigned readings from these books should be read prior to the class session in which they will be discussed. Students are expected to participate in class discussions. Contributions may also include outside readings and/or personal experience.

**IX**. **Grading Scale:**

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = below 60

**X. Academic Honesty:**

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

**XI. Inclement Weather Procedure: Academic Policy Series 1858.10**

Classes will be cancelled if the University closes. For detailed information, go to

<http://provost.uark.edu/185810.pdf>

**XII. Attendance Policy and Late Work Policy:**

Attendance—you have to be present to win!

**All assignments are due on the due date** unless otherwise required. Assignments turned in after the due date loose 25% of grade each day that it is late.

\*\*\* Incompletes will not be given this semester due to departmental recommendations.

**XIII. Attendance is mandatory.** Since we only meet once a week, you are required to attend. **Punctuality** is expected as this is one of the dispositions of being a professional. If you expect to be late, please notify me. Tardiness is disruptive to the class environment.

**XIV. Accommodations:**

Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access. The CEA is located in the Arkansas Union, ARKU 104, and on the web at: <http://cea.uark.edu/> .

The CEA provides documentation to students with disabilities who must them provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

**XIV. Syllabus Changes**: The instructor reserves the right to make changes as necessary to the syllabus. If changes are necessary during the term of this course, the instructor will post both notification and nature of the change(s) on the course bulletin board and announce changes during class.

**XV. Course Resources**

A. Mullins Library

B. Internet

C. Professor's Library

**XVI. Research Base**

**Texts:**

ACTFL. (2002). ACTFL *performance guidelines for K-12 learners task force.*

Alexandria, VA: ACTFL.

ACTFL. (2006). *Standards for foreign language learning in the 21st century.*

Alexandria, VA: ACTFL.

ACTFL. (2010). *The keys to assessing language performance.* Alexandria, VA:

ACTFL.

Brown, H. D. (2007). *Principles of language learning and teaching* (5th Ed.). White Plains, NY: Pearson.

Brown, J. D., & Rodgers, T. S. (2002). *Doing second language research*. Oxford: Oxford University Press

Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language* (3rd Ed.). Boston: Heinle & Heinle.

Hadley, A. O. (2001). *Teaching language in context,* Third Edition *.*Boston: Heinle

& Heinle Publishers.

Lewis, M. (1993). *The lexical approach: The state of ELT and a way forward*. Hove, UK: Language Teaching Publications.

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Nattinger, J., & DeCarrico, J. (1992). Lexical phrases and language teaching. Oxford: Oxford University Press.

Nunan, D. (1989). *Understanding language classrooms*. London: Prentice Hall.

O'Grady, W. (2005). *How children learn language.* Cambridge: Cambridge University Press.

TESOL. (2006). *PreK-12 English language proficiency standards*. Alexandria, VA:

TESOL.

**Non-text Sources:**

Selected articles may be assigned from the following professional journals**:**

Foreign Language Annals

The Modern Language Journal

Hispania

The French Review

Canadian Modern Language Review

Le francais dans le monde

The German Quarterly

Unterrichtspraxis

English Language Teaching

The TESOL Quarterly

Classical Journal

The ACTFL Foreign Language Education Series (Yearbooks 1985- ) Lincolnwood, IL: National Textbook Co.

**Learning a language**

**Is**

**a life-long adventure!**

**SEED 3280v. Teaching Experience (Fa). 2-4 Hours.**

The field experience is an essential component of the Bachelor of Arts in Teaching degree. The field experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in an area school for the length of the fall semester. During this assignment, the TC will both observe and participate in teaching.

Prerequisite: Admission to the B. A. T. Program. May be repeated for up to 6 hours of degree credit.

**Department of Curriculum and Instruction**

**SEED 3280v : Teaching Experiences in Education**

**Fall Field Experience**

**Course Description:**

The field experience is an essential component of the Bachelor of Arts in Teaching degree. The field experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in an area school for the length of the fall semester. During this assignment, the TC will both observe and participate in teaching.

**Scholar-Practitioner Conceptual Framework / Arkansas Teacher Standards ATS:**

Scholar-practitioners are:

* Knowledgeable
  + They access, use, and/or generate knowledge
  + They are knowledgeable about teachers and teaching, learners and learning, schools and schooling

ATS 2, 3, and 4; TESS 1, 2, 3, 4

* Skillful
  + They plan, implement, and model best practices
  + They communicate, cooperate and collaborate with others

ATS 5, 6, 7, 8 ; TESS 3,4

* Caring
  + They understand, respect, and value diversity
  + They make decisions based upon professional standards and ethical criteria

ATS 1, 9, 10; TESS 2, 4

* Inquiring
  + They are developing professionals and lifelong learners

ATS 9, 10; TESS 4

**Intern Expectations:**

* Report to the public school with new teachers in August and follow the Field Experience Calendar for Fall Semester.
* Be present as required (follow the school’s calendar), all day for the start of school August In-service period. Then after the back-to-school in-service, TCs are to log nine hours per week for the remainder of the semester. TCs are to complete these 9 hours on M-W-F as they will be on campus for university coursework on Tuesdays and Thursdays. (Note: Observation hours may be

adjusted for the MWF timeframe at the request of the mentor or other parties for the benefit of the

Teacher Candidate’s learning experience).

* Teacher Candidates are allowed three absences per rotation; additional absences will be added to the end of the field experience calendar.
* Be punctual for all appointments, classes, and meetings.
* Attend all meetings with Field Experience Coordinator.
* Complete instructional tasks as assigned by Mentor Teacher.
* Be professional in appearance, attitude, and in both oral and written communication.
* Inform mentor teacher, the partnership school, and University supervisor *prior* to an emergency or necessary absence, tardy, or early departure.
* Observe and actively participate from the beginning of the semester.
* Observe and note policy to prepare for the teaching phase.
* Ask questions!
* Gradually assume teaching responsibility until solo teaching for a minimum of three weeks or at the discretion of the mentor.
* Maintain communication with mentor teacher, university field experience coordinator, and methods professor in a prompt and professional manner.

**Course Evaluation:**

***In Class Observation = 30% of Final Grade***

* Schedule at least 1 classroom observation with after October 15.
* Teacher Candidates and mentors may request additional observations as deemed necessary for improvement. TCs will submit lesson plan via Email to Field Experience Coordinator at least 24 hours before each formative observation.
* **TC s will be prepared for each observation by providing lesson plans and other necessary paperwork and information for the observation, maintaining professionalism and time management.**

***Placement Report (10%):* Due Date**

At the beginning of each rotation, **the TC will complete and email** **a placement report** to the Field Experience Coordinator and content area professor with the following placement information:

* Name of school, grade levels, & course titles with which you will be teaching
* Name of mentor
* Mentor’s email address and/or other contact information
* Classroom location and duty location, if any or different from classroom
* Bell schedule including planning period, lunch time and other duties

***Internship Reports (30%):***

**TC will complete Bi-weekly Internship Reports** and send in an email to their university Field Experience Coordinator) with the following information (see attachment):

* A description of the number of class hours you have logged to date
* A brief summary of the work you have done in the current phase of observation/participation
* A description of any successes, problems, issues, concerns, celebrations or any other pertinent information that your course instructor and other interns might want to weigh in on

**Inclement Weather:**

In case of inclement weather, interns will follow the schedule of the school placement. In the case of obligations to the university, class or meetings will be held unless cancelled by the University of Arkansas. If classes have not been cancelled and the student feels it is too dangerous to come to class because of the weather, it is the responsibility of the student to make up missed assignments and be prepared for the next class meeting.

**Academic Honesty:**

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Each student is responsible for being fully aware of the contents of the Academic Honesty Policy and of the possible consequences of disregarding the policy.

**Accommodations:**

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: http://www.uark.edu/ua/csd/applications.htm The CSD provides documentation to students with disabilities who must them provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two week.

**CIED 4280V. Teaching Experience (Sp). 1-6 Hours.**

The teaching experience is an essential component of the Bachelor of Arts in Teaching degree. The experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in area schools for both fall and spring semesters. The fall semester consists of a field experience including observation, co-planning, and co-teaching. The spring semester consists of an immersion experience for teacher candidates to plan and teach independently. Prerequisite: Admission to the B. A.T. Program.

**Department of Curriculum and Instruction**

**CIED 4280v: Teaching Experiences in Education**

**Fall Field Experience**

**Course Description:**

The field experience is an essential component of the Bachelor of Arts in Teaching degree. The field experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in an area school for the length of the fall semester. During this assignment, the TC will both observe and participate in teaching.

**Scholar-Practitioner Conceptual Framework / Arkansas Teacher Standards ATS:**

Scholar-practitioners are:

* Knowledgeable
  + They access, use, and/or generate knowledge
  + They are knowledgeable about teachers and teaching, learners and learning, schools and schooling

ATS 2, 3, and 4; TESS 1, 2, 3, 4

* Skillful
  + They plan, implement, and model best practices
  + They communicate, cooperate and collaborate with others

ATS 5, 6, 7, 8 ; TESS 3,4

* Caring
  + They understand, respect, and value diversity
  + They make decisions based upon professional standards and ethical criteria

ATS 1, 9, 10; TESS 2, 4

* Inquiring
  + They are developing professionals and lifelong learners

ATS 9, 10; TESS 4

**Intern Expectations:**

* Report to the public school with new teachers in August and follow the Field Experience Calendar for Fall Semester.
* Be present as required (follow the school’s calendar), all day for the start of school August In-service period. Then after the back-to-school in-service, TCs are to log nine hours per week for the remainder of the semester. TCs are to complete these 9 hours on M-W-F as they will be on campus for university coursework on Tuesdays and Thursdays. (Note: Observation hours may be

adjusted for the MWF timeframe at the request of the mentor or other parties for the benefit of the

Teacher Candidate’s learning experience).

* Teacher Candidates are allowed three absences per rotation; additional absences will be added to the end of the field experience calendar.
* Be punctual for all appointments, classes, and meetings.
* Attend all meetings with Field Experience Coordinator.
* Complete instructional tasks as assigned by Mentor Teacher.
* Be professional in appearance, attitude, and in both oral and written communication.
* Inform mentor teacher, the partnership school, and University supervisor *prior* to an emergency or necessary absence, tardy, or early departure.
* Observe and actively participate from the beginning of the semester.
* Observe and note policy to prepare for the teaching phase.
* Ask questions!
* Gradually assume teaching responsibility until solo teaching for a minimum of three weeks or at the discretion of the mentor.
* Maintain communication with mentor teacher, university field experience coordinator, and methods professor in a prompt and professional manner.

**Course Evaluation:**

***In Class Observation = 30% of Final Grade***

* Schedule at least 1 classroom observation with after October 15.
* Teacher Candidates and mentors may request additional observations as deemed necessary for improvement. TCs will submit lesson plan via Email to Field Experience Coordinator at least 24 hours before each formative observation.
* **TC s will be prepared for each observation by providing lesson plans and other necessary paperwork and information for the observation, maintaining professionalism and time management.**

***Placement Report (10%):* Due Date**

At the beginning of each rotation, **the TC will complete and email** **a placement report** to the Field Experience Coordinator and content area professor with the following placement information:

* Name of school, grade levels, & course titles with which you will be teaching
* Name of mentor
* Mentor’s email address and/or other contact information
* Classroom location and duty location, if any or different from classroom
* Bell schedule including planning period, lunch time and other duties

***Internship Reports (30%):***

**TC will complete Bi-weekly Internship Reports** and send in an email to their university Field Experience Coordinator) with the following information (see attachment):

* A description of the number of class hours you have logged to date
* A brief summary of the work you have done in the current phase of observation/participation
* A description of any successes, problems, issues, concerns, celebrations or any other pertinent information that your course instructor and other interns might want to weigh in on

**Inclement Weather:**

In case of inclement weather, interns will follow the schedule of the school placement. In the case of obligations to the university, class or meetings will be held unless cancelled by the University of Arkansas. If classes have not been cancelled and the student feels it is too dangerous to come to class because of the weather, it is the responsibility of the student to make up missed assignments and be prepared for the next class meeting.

**Academic Honesty:**

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Each student is responsible for being fully aware of the contents of the Academic Honesty Policy and of the possible consequences of disregarding the policy.

**Accommodations:**

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: http://www.uark.edu/ua/csd/applications.htm The CSD provides documentation to students with disabilities who must them provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks

**Appendix D.: Syllabi and Course Descriptions**

*Spanish Content Courses: 33 hours*

##### SPAN 20103. Intermediate Spanish II (ACTS Equivalency = SPAN 20203) (Sp, Fa). 3 Hours.

Continued development of basic speaking comprehension and writing skills and intensive development of reading skills.

**Syllabus**

SPAN 20103 INTERMEDIATE SPANISH II SPRING 2017  
 Instructor: E-mail:  
 Martha M Montejo Pizarro mmmontej@uark.edu  
 Office hrs:  
MSL Course ID:  
 MWF, 10.45 am – 11.45 am  
CRSKL3H-510005  
   
Textbook: Anda, Curso Intermedio Volume 2. Cowell, Heining-Boynton & LeLoup. Pearson, 3rd ed.  
Supplements: MySpanishLab access code.  
Note: The student must bring the textbook (or e-book) to class.  
GOAL: The goal of the elementary/intermediate Spanish language program is to enable students to achieve an appropriate level of communicative competence in listening, speaking, reading, writing and an understanding of Hispanic culture. To reach this goal, it will be necessary to memorize vocabulary and verb forms and to use every opportunity to practice what the student has studied. It is important to keep up with daily assignments, since learning a new language is a cumulative process. Processing new information depends on having learned the previous material. The instructor can give hints on how to memorize and will provide the student with practice in listening/speaking in the classroom. In addition the student should utilize the on-line tutorials provided by the textbook. Generally, reading and writing practice will occur outside the classroom.  
PARTICIPATION: Since listening and speaking are skills that need to be practiced consistently, we believe that attendance and active participation in class are essential. The participation grade, 5% of the final grade, is determined by the effort made to answer questions and to take part in class activities always using the target language. It is important for the student to read/study the assignment and learn the vocabulary before coming to class so that s/he will understand the Spanish being spoken and be able to respond appropriately. This will be reflected in the computation of the student’s grade.  
ATTENDANCE: The attendance grade is 5% of the final grade. The student is allowed 3 absences during the semester. S/he will lose points from the attendance grade for every unexcused absence beyond the three allowed absences. If the student needs to miss more than 2 consecutive days of class, s/he should email the instructor to explain the situation. The student must provide appropriate documentation for any absence for which s/he wishes to be excused. If the student has an absence that should be excused, s/he needs to make sure to speak with the instructor ON THE FIRST DAY BACK TO CLASS and provide a doctor’s excuse or some other written validation at that time (and not at the end of the semester). It is the student’s responsibility to be sure that his/her absence has been excused. The instructor will tell the student how long s/he has to make up the work missed that can be made up. Arriving late will also result in the lowering of the class grade, as will leaving before the class has ended.  
TAREA: For homework, the student will be expected to memorize vocabulary and grammar points, view videos, read and complete exercises on readings and culture selections and complete any exercises or worksheets assigned by the instructor. Activities in class will be based on these homework assignments. The instructor will announce in class what exercises from the textbook should be completed for the following class period. Assignments from the Workbook/Lab Manual are found in detail on the MySpanishLab web site. The student should check the assignments calendar daily. These assignments are DUE by midnight of the corresponding date.  
NOTE: “Technical difficulties” will not be an acceptable excuse for incomplete assignments from MySpanishLab, so the student needs to make sure to avoid any such problems by completing the exercises in a timely manner. “Late assignments” will not be accepted, but with a valid written excuse they will not be counted against the student. The excuse must be presented ON THE FIRST DAY BACK TO CLASS.  
MYSPANISHLAB: Offers students a wealth of online resources and a supportive environment for completing homework assignments. It provides links to English and Spanish grammar tutorials, e-book (electronic version of the book), and additional practice activities –all directly relevant to the task at hand. Hints, verb charts, a glossary, and many other resources are available as well.  
MYSPANISHLAB ACCESS CODE: An access code is contained in the student’s new textbook package. S/he will also receive the information needed to access MySpanishLab in the package. It must not be discarded until the student has successfully registered. Also, if the student intends to return the book, s/he may not open the package containing the code. If the student loses his/her personal identification book key code (MySpanishLab access code) or s/he purchases a second hand book s/he will have to buy a new code on-line.  
PRUEBAS: Quizzes are based on vocabulary, culture and grammar structures and may include oral questions as well as written questions. If the student is absent on the day of a quiz, s/he will receive a zero unless s/he presents the instructor with a valid excuse ON THE FIRST DAY BACK TO CLASS. The ONLY quiz that can be made up is the prueba de  
   
lectura. The rest of the quizzes given during the semester cannot be made up, but with a valid excuse the missed quiz will not be counted against the student.  
PRUEBAS DE VOCABULARIO Y DE CULTURA: These quizzes will be done at the beginning of class, covering the pages indicated, and they are designed to encourage the students’ preparation before coming to class.  
EXAMEN DE LECTURA: This examen de lectura is done online on Blackboard. The instructor will provide the instructions. This assessment will allow the instructor to evaluate the student’s pronunciation, fluency, intonation and stress. The participation in class, the five pronunciation lessons from the textbook, and the audio files of each lesson posted on Blackboard will serve as practice for the examen de lectura. This assessment can be made up only with a valid written excuse ON THE FIRST DAY BACK TO CLASS.  
REPASO PARA EL EXAMEN: The repasos for the exams will be posted on Bb. The day before an exam, the student is required to bring the repaso completed to class. It will count as part of the homework. During this day, the instructor will leave 10 minutes to answer questions related to the coming exam.  
EXÁMENES: Each exam will have sections that test listening and reading comprehension, vocabulary, and grammar structures. Absence from an exam is a serious matter and will result in a zero unless the student presents the instructor with a valid written excuse ON THE FIRST DAY BACK TO CLASS. Exams must be made up as soon as possible after consultation with the instructor. Dictionaries, translators, cell phones and notes may not be used during exams or any other testing situations.  
ESCRIBE: These assignments are found in the textbook. The student is required to turn these assignments in on the dates indicated. The instructors will collect them at the beginning of class and all of these assignments count as 5% of the total grade. After the instructor grades them, it is the student’s responsibility to work on the corrections on his/her own to be prepared for the composition exam at the end of the semester.  
EXAMEN DE COMPOSICIÓN: This exam will be done in class in the day indicated on the syllabus. The topics will be announced and posted on Blackboard. The vocabulary and grammar from specific chapter(s) will be stressed. The use of dictionaries is not permitted. The Escribe assignments of each chapter will be important to prepare the student for this composition exam. Absence from the Composition Exam is a serious matter and will result in a zero unless the student presents the instructor with a valid written excuse ON THE FIRST DAY BACK TO CLASS. The composition exam must be made up as soon as possible after consultation with the instructor.  
EXAMEN ORAL: The student will take an oral exam during the week indicated on the syllabus. The exam will take approximately 5 minutes. The student’s answers should be in complete sentences (in Spanish) using vocabulary and grammar that have been taught in class. The questions will be related to familiar situations as those that are found in ANY of the chapters studied during the semester. During the exam, the student may not use notes of any kind. The Oral Exam is graded on pronunciation, fluency, grammatical accuracy, vocabulary, and the ability to understand and also to be understood. Instructions will be provided by the instructor.  
GRADES: The student should keep all returned, graded work until s/he receives his/her final grade.  
Composition of Final Grade  
Hour Exam #1 15% Participation Grade 5%  
Hour Exam #2 15% Attendance Grade 5%  
Final Exam 20% Escribe 5%  
Quizzes 10% Oral Exam 5%  
Homework/Activities 10% Reading Exam 5%  
Composition Exam 5%   
  
IMPORTANT DATES: April 21st is the last date to drop and receive a W. The final exam is scheduled for Thursday, May 11th, from 10:15 a.m. – 12:15 p.m. The location of the final exam will be announced in class toward the end of the semester.  
TERTULIA: “One hour speaking Spanish with friends to learn more about the language and the Hispanic culture.” This is an opportunity for students to practice their speaking skills with other students and instructors.  
EVENTOS CULTURALES: The cultural events sponsored by the Spanish Department and the Department of Latin American Studies are an excellent opportunity for students to get in contact with Spanish cultural topics as well as to attend famous speakers’ visits.  
   
CINE CLUB: We will be presenting Spanish-speaking movies several times throughout the semester. This is a good opportunity for students to keep practicing the language.  
SOCIAL MEDIA: The Spanish program will be using Facebook, Twitter, Skype and any other effective social media to stay connected with students and advertise upcoming departmental events. Also, relevant information about the language and its benefits will be advertised. Please check the bulletin boards and/or ask the instructor how to get involved with this part of the program. (Facebook, Twitter and Skype: "Spanish U Arkansas")  
ACADEMIC HONESTY: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://provost.uark.edu/. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.  
EXTRA HELP: The Spanish Center offers free tutoring in JBHT 207. The Foreign Language Office (KIMP 425 / 575- 2951) has a list of names of possible paid Spanish tutors, and Spanish tutoring is also offered free of charge at the Center for Learning and Student Success (http://class.uark.edu / 575-2885). However, it is important that the student seek the help of his/her instructor during the instructor’s office hours. If the student has a class or is otherwise occupied during the posted hours, most instructors will be flexible in trying to accommodate the student’s needs.  
CELL PHONES AND SMART WATCHES: Students should not use cell phones and/or smart watches for text messaging, e-mail, etc. during class. Cell phones need to be stored and out of sight. In order to keep class disruption to a minimum, students also should not receive phone calls except in an emergency. In such case, students should leave the room quietly and carry on the conversation in the hall. If a student is found text messaging it will result in the lowering of the class grade.  
SPECIAL ACCOMMODATIONS: Students registered with the Center for Educational Access (http://cea.uark.edu / 575-3104) will be given suitable accommodations as prescribed by that office. It is the responsibility of the student to notify the instructor of these accommodations at the beginning of the semester and any time thereafter when they are to be utilized. If the student is not registered with the Center, we cannot give him/her any accommodations.  
INCLEMENT WEATHER POLICY: The instructor will make every effort to conduct class. In the case of severe weather or in the event that buses are not running, absences will be excused. It is the student’s responsibility to call the university weather line (575-7000) or check the main website to see if the university is closed.  
EMERGENCY PROCEDURES: Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.  
Severe Weather (Tornado Warning):  
• Follow the directions of the instructor or emergency personnel  
• Seek shelter in the basement or 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 lowest 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 (CADD):  
• CALL- 9-1-1  
• AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.  
• DENY- Barricade the door with desk, chairs, bookcases or any 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.  
   
Schedule SPAN 20103  
DATES TOPICS & EXAMINATIONS  
Study the pages indicated before coming to class. HOMEWORK  
MSL-Textbook-Blackboard  
1/16 Martin Luther King Day Holiday - No Classes   
1/18 Introducción   
1/20 Preliminar #B  
Prueba del programa (Syllabus)  
e-book pp. 98-99; 136 Repaso: Presente del indicativo vs. presente del subjuntivo en cláusulas sustantivas\*\* B-19, 25, 26  
   
1/23 e-book pp. 220 Repaso: Presente del indicativo vs. presente del subjuntivo en cláusulas adjetivales\*\* B-47, 48  
1/25 e-book pp. 178 Repaso: Presente perfecto del indicativo vs. presente perfecto del subjuntivo en cláusulas sustantivas\*\* B-09, 10, 35, 36  
1/27 e-book pp. 51; 208 Repaso: Los pronombres relativos\*\* B-41, 42  
   
1/30 Prueba #B (Temas repasados) Práctica Oral   
2/1 Capítulo #7: Bienvenidos a mi comunidad  
Prueba de vocabulario #7 (pp. 338-339)  
pp. 300-307 Vocabulario / Pronunciación #7 PP-1, 7-1, 2, 3, 5  
2/3 pp. 308-314 El subjuntivo en cláusulas adverbiales PP-5, 7-10, 11, 12  
   
2/6 Repaso: Presente del indicativo vs. presente del subjuntivo en cláusulas adverbiales\*\*  
pp. 334-336 Literatura \*Escribe #7 (pp. 328)  
2/8 pp. 316-325 Vocabulario / Expresiones con hacer PP-9, PP-10; 7-24, 26  
2/10 Prueba de cultura #7 (pp. 311; 324; 330-331) pp. 326-327 Conversemos / Repaso \*Repaso Examen #1 (Bb) 7-36  
   
2/13 EXAMEN #1 (Capítulos #B y 7)   
2/15 Capítulo #8: La vida profesional  
Prueba de vocabulario #8 (pp. 390-391)  
pp. 340-346 Vocabulario / Pronunciación #8 PP-1, PP-2, PP-3, 8-2, 3  
2/17 pp. 347-354 El futuro / Vocabulario PP-4, 8-6, 7; PP-8; PP-9  
   
2/20 pp. 355-361 El condicional pp. 361 Escucha 8-13, 14, 15; 18  
2/22 pp. 363-369 Vocabulario / El futuro perfecto \*Escribe #8 (pp. 380)  
PP-14, PP-15; 8-17, 27  
2/24 pp. 370-377 Vocabulario / El condicional perfecto PP-21, 8-29; PP-23, 24  
   
2/27 Repaso: Futuro y condicional / Futuro perfecto y condicional perfecto\*\* PP-5, PP-10; 8-25, 33  
Cine 08  
3/1 Prueba de cultura #8 (pp. 359; 376; 382-383)  
pp. 384-385 Cine 8-42  
3/3 Capítulo #9: La expresión artística  
Prueba de vocabulario #9 (pp. 436-437)  
pp. 392-396 Vocabulario / Pronunciación #9 PP-2, PP-3, 9-1, 2  
   
3/6 pp. 397-403 Repaso del subjuntivo: en cláusulas sustantivas, adjetivales y adverbiales\*\* PP-6, 9-9, 10  
Cine 09  
3/8 pp. 404-415 Vocabulario  
pp. 430-431 Cine PP-8, 9-12, 20, 21; 9-15  
3/10 pp. 416-423 Cláusulas condicionales de si (Parte I) / Vocabulario 9-25, 26, 27; PP-17, PP-18  
\*Escribe #9 (pp. 426)  
   
3/13 Prueba de cultura #9 (pp. 407; 422; 428-429) pp. 424-425 Conversemos / Repaso \*Repaso Examen #2 (Bb) 9-37  
3/15 EXAMEN #2 (Capítulos #8 y 9)   
3/17 Capítulo #10: Un planeta para todos  
Prueba de vocabulario #10 (pp. 478-479)  
pp. 438-444 Vocabulario / Pronunciación #10 PP-1, PP-2, PP-3, 10-3, 4  
   
3/20-24 Spring Break - No Classes   
   
3/27 pp. 445-447 El imperfecto de subjuntivo  
Práctica: presente de subjuntivo vs. imperfecto de subjuntivo\*\* PP-6, 10-10, 11  
3/29 Repaso: El pasado perfecto del indicativo (pluscuamperfecto)\*\* pp. 448-450 El pasado perfecto del subjuntivo (pluscuamperfecto) PP-9, 10-12, 13  
3/31 Repaso: Indicativo vs. subjuntivo (Tiempos perfectos)\*\* pp. 451 Escucha \*Escribe #10 (pp. 468) (Sólo cláusulas de si parte I) 10-18  
   
4/3 pp. 452-465 Vocabulario / Cláusulas de si (Parte II) PP-12, 10-19, 29; PP-15, 9-24,  
25  
4/5 Prueba de cultura #10 (pp. 450; 464; 470-471)  
pp. 474-476 Literatura 10-38  
4/7 Capítulo #11: Hay que cuidarnos  
Prueba de vocabulario #11 (pp. 526-527)  
pp. 480-485 Vocabulario / Pronunciación #11 PP-1, PP-2, 11-1, 3  
   
4/10 pp. 486-490 Secuencia de tiempos verbales / Vocabulario PP-5, PP-6, 11-7; PP-9, 11-10  
4/12 pp. 491-497 La voz pasiva PP-11, PP-12, 11-12  
4/14 pp. 499-504 Vocabulario Práctica de escritura PP-14, PP-15; 11-20, 21  
   
4/17 pp. 505- 508 El se inocente PP-17, PP-18, 11-24  
4/19 EXAMEN DE COMPOSICIÓN   
4/21 pp. 509-515 El subjuntivo: repaso general pp. 514-515 Conversemos / Práctica Oral LAST DAY TO DROP WITH A “W” PP-20, PP-21; 11-28  
   
4/24 EXAMEN ORAL Examen de lectura (Bb)  
4/26 EXAMEN ORAL Examen de lectura (Bb)  
4/28 EXAMEN ORAL Examen de lectura (Bb)  
   
5/1 Prueba de cultura #11 (pp. 496; 513; 518-519) pp. 497 Escucha / Repaso \*Repaso Examen final (Bb)  
5/3 Comprensión Auditiva del EXAMEN FINAL / Repaso   
5/5 Dead Day - No Classes   
   
5/11 EXAMEN FINAL  
10:15 a.m. to 12:15 p.m. Location to be announced   
\*These assignments are due on the assigned day and will be collected by the instructor at the beginning of class.  
\*\*The instructor will provide the material.

##### SPAN 2123. Spanish for Heritage Speakers I (Irregular). 3 Hours.

Designed for students from a Spanish-speaking background with limited to no formal study of the language. Literacy development in Spanish with emphasis on building vocabulary, plus reading and writing skills. Prerequisite: Students who have taken one year or less of Spanish. Placement by exam or by Spanish Advisor.

**Syllabus:**

SPAN 2123 – Español intermedio para hispanohablantes  
  
  
Instructor:   
Email:   
Horas de oficina:   
Oficina:   
Salón de clase:   
  
Director, Basic Spanish Language Program: Dr. Tracy Van Bishop, tvbishop@uark.edu  
Assistant Director, Basic Spanish Language Program: Ms. Brenda Magnetti, bmagnet@uark.edu  
  
Textos y materiales para el curso  
• Alonso-Lyrintzis, Deana y Brandon Zaslow. Entre Mundos. An Integrated Approach for the Native Speaker. 2ª edición. Pearson Prentice Hall, 2004  
• Un diccionario español-español (recomendado)  
  
  
DESCRIPCIÓN Y OBJETIVOS DEL CURSO: Este es un curso de español diseñado para estudiantes hispanohablantes sobre la lengua, la literatura y la cultura del mundo hispánico. El curso cubre lecciones básicas de la gramática y la ortografía españolas, la experiencia de los hispanos en los EEUU, aspectos de la cultura latinoamericana y española, así como una introducción a la literatura hispana.   
  
Entre los objetivos están:   
• Mejorar la producción del español oral y escrito al nivel necesario para un buen desempeño académico y profesional.  
• Aprender a analizar y a comentar críticamente obras literarias y culturales.  
• Desarrollar el pensamiento crítico.  
• Aprender a manejar los diferentes usos y registros del español.  
• Desarrollar el conocimiento histórico del legado hispano y sus aportes a este país.   
  
Este curso también espera contribuir a la formación de los futuros líderes del estado y el país.   
Para los estudiantes de español (majors y minors), este curso sustituye los cursos de español intermedio SPAN 2003 Intermediate Spanish I y SPAN 2013 Intermediate Spanish II.  
  
  
PARTICIPACIÓN Y ASISTENCIA: Es necesario preparar bien las lecturas y participar activamente en las actividades del curso. Se le permite al estudiante faltar 3 veces durante el semestre. Ella/él perderá el 20% de la nota de participación por cada ausencia injustificada después de las 3 permitidas. Si el estudiante necesita faltar a más de dos días consecutivos de clases, él/ella deberá contactar al instructor para explicar la situación. El estudiante debe proveer documentación apropiada, para cualquier ausencia que quiera justificar, el día que regrese a clases. Es responsabilidad del estudiante asegurarse que la ausencia ha sido justificada. La falta de puntualidad así como el salir temprano de clase sin autorización serán consideradas ausencias injustificadas. Es requisito de este curso el uso del español como lengua vehicular, por tanto el uso del inglés afectará la nota de participación.  
EXÁMENES: Habrá tres exámenes parciales y un examen final. El parcial cubre el material estudiado hasta el día del examen. El examen final puede cubrir todo el material estudiado. Cada examen constará de ejercicios de gramática, ortografía, lecturas asignadas y un ejercicio oral.  
  
COMPOSICIONES: Las composiciones deben estar escritas en forma clara, concisa y demostrar un buen uso de la lengua española. El formato que debe utilizarse es MLA, letra de 12 pts. en Times New Roman y a doble espacio. Habrá 5 composiciones y los temas serán asignados en clase.   
  
Importante: En todas las composiciones es preciso documentar y acreditar apropiadamente el uso de fuentes secundarias y de consulta, indicando el autor, la fuente y la página. Atención a las normas de integridad académica (ver Catálogo de la Universidad). Cualquier violación a este código será reportado a las autoridades de la Universidad y recibirá una sanción grave.   
  
PRESENTACIÓN: La instructora especificará el tema de cada estudiante. Para la presentación es preciso demostrar dominio del español a nivel académico y profesional. Se debe poner atención al dominio del vocabulario relacionado al tema. Hacer uso de una presentación (PowerPoint, Prezi) y entregar fotocopias con un resumen del tema para cada estudiante. Es importante que se aseguren que éstas no contengan errores gramaticales o de ortografía. La presentación deberá tener una duración de cinco a diez minutos.   
  
  
TAREAS: Todos los estudiantes deben completar las tareas para la fecha indicada. Las tareas serán asignadas en clase.  
  
División de la nota final  
  
  
Examen Parcial 1 10% Pruebas 10%  
Examen Parcial 2 10% Composiciones 10%  
Examen Parcial 3 10% Tareas/Actividades 10%  
Examen Final 20% Presentación 5%  
Participación 15%  
  
FECHAS IMPORTANTES: El 11 de diciembre es el último día para dejar la clase y recibir una W. El examen final será el \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. El examen final se realizará en el mismo salón de clase.   
  
  
TERTULIA: Este evento es una oportunidad para que los estudiantes practiquen conversación con otros estudiantes e instructores.  
  
EVENTOS CULTURALES: Los eventos culturales patrocinados por el Departamento de Español y por el Departamento de Estudios Latinoamericanos son una excelente oportunidad para que los estudiantes se pongan en contacto con temas culturales así como también asistan a eventos con autores famosos. El instructor informará a los estudiantes sobre lo que debe de hacer para recibir puntos de participación.   
  
CINE CLUB: Estaremos presentando películas en español durante el semestre. Es una Buena oportunidad para que los estudiantes sigan practicando el idioma.   
  
MEDIOS DE COMUNICACIÓN SOCIAL: El programa de español estará usando Facebook, Twitter, Skype y otros medios de comunicación social para permanecer en contacto con los estudiantes y anunciar eventos culturales que se programen en el semestre. También se publicará información sobre el idioma y sus beneficios. Por favor revise las pizarras de información o pregunte a los instructores cómo involucrarse con esta parte del programa. (Facebook, Twitter and Skype: "Spanish U Arkansas").  
  
HONESTIDAD ACADÉMICA: Uno de los objetivos de la Universidad de Arkansas es proporcionar a los estudiantes la oportunidad de alcanzar sus metas educacionales a través de programas de estudio e investigación en un ambiente que promueve la libertad y responsabilidad académica. Lograr este objetivo solamente es posible cuando prevalece la honestidad y la integridad individual.   
Cada estudiante de la Universidad de Arkansas es responsable de familiarizarse y apegarse a la ‘Academic Integrity Policy’ que se encuentra en http://provost.uark.edu/. Los estudiantes que tengan dudas o preguntas sobre cómo se aplica esta política a un curso o trabajo/tarea deben contactar al instructor inmediatamente.  
  
AYUDA EXTRA: La Oficina de Idiomas (KIMP 425) tiene una lista de posibles tutores de pago, y el ELC “Enhanced Learning Center” tiene tutorías de español gratis (http://elc.uark.edu). Es importante que el estudiante busque ayuda de su instructor durante las horas de oficina. Si el estudiante tiene clases o está ocupado durante las horas de oficina, la mayoría de los instructores serán flexibles para satisfacer la necesidad del estudiante.   
  
  
CELULARES: Los estudiantes deberán mantener sus teléfonos celulares en modo silenciado fuera de la vista, y no utilizarlos durante la clase a menos que se trate de una emergencia. En este caso deben de solicitar permiso para salir y tomar la llamada. Si el estudiante es visto enviando mensajes de texto o usando su celular en clase su nota de participación se verá afectada.   
SERVICIOS ESPECIALES: Los estudiantes matriculados con el “Center for Educational Access” (http://cea.uark.edu / 575-3104) recibirán los servicios que esa oficina prescribe. Es la responsabilidad del estudiante notificar al instructor de estos servicios al principio del semestre y en cualquier momento en que los necesite utilizar. Si el estudiante no está matriculado con este centro no podemos ofrecer ningún servicio.   
POLÍTICA DE CLIMA INCLEMENTE: El instructor se esforzará para facilitar la clase. En caso de clima severo o si el servicio de autobús no esté funcionando las ausencias serán justificadas. Es la responsabilidad del estudiante llamar a la línea de clima de la Universidad o revisar en la página principal para ver si la Universidad está cerrada.   
  
PROCEDIMIENTOS DE EMERGENCIA: Muchos tipos de emergencias pueden ocurrir en el campus, las instrucciones para emergencias específicas como clima severo, tiroteos, o incendio se encuentran en http://emergency.uark.edu/.  
  
FECHA TEMA – LEER ANTES DE CLASE TAREAS  
8/25 Introducción al curso  
Entre mundos pág. 9–12  
Los sonidos y las letras, el alfabeto y el silabeo Capítulo 1 – Vamos a conocernos  
  
8/27 Entre mundos pág. 1– 3, 6, 13  
Exploraciones – La personalidad  
Equivalencias de to get Capítulo 1 – Vamos a conocernos  
Tarea: ¿Qué es ser bicultural?  
  
8/29 Entre mundos pág. 16–22  
Exploraciones – Valores culturales  
El presente de indicativo Capítulo 2 – ¿Qué significa ser hispano?  
  
   
9/1 Labor Day – No hay clase   
9/3 Entre mundos pág. 23–27  
Sílaba tónica  
Cognados falsos y calcos  
El párrafo y cómo se escribe Capítulo 2 – ¿Qué significa ser hispano?  
9/5 Entre mundos pág. 29 – 37  
Exploraciones – La geografía y el bilingüismo  
Lectura – “Español e inglés, las lenguas del futuro”  
Género y número Capítulo 3 – El español en el mundo  
   
9/8 Entre mundos pág. 37 – 42  
Diptongos, Agudas, puntuación  
Más sobre cognados falsos  
Mayúsculas, artículos Capítulo 3 – El español en el mundo  
9/10 Entre mundos pág. 43 – 48  
Exploraciones – La importancia de la literatura  
Lectura: “Rafael”  
Nicolás Guillen – “Balada de los dos abuelos” Capítulo 4 – Todos somos diferentes  
9/12 Entre mundos pág. 49 – 55  
Verbos con cambios de raíz  
Las palabras llanas o graves  
Equivalencias de expresiones con to take Capítulo 4 – Todos somos diferentes  
   
9/15 Entre mundos pág. 57 – 63  
Exploraciones – La importancia de la familia  
Lectura  
Las palabras esdrújulas Capítulo 5 – La familia  
9/17 Entre mundos pág. 63 – 69  
Acentos diacríticos y pronombres demostrativos  
Equivalencias de right  
Recibir repaso para el primer examen Capítulo 5 – La familia  
Tarea: Escribir un poema  
9/19 Repaso para el primer examen parcial Traer repaso completo  
   
9/22 EXAMEN PARCIAL I (capítulos 1-5)  
9/24 Entre mundos pág. 71 – 82  
Exploraciones – Problemas familiares  
El voseo  
El imperfecto Capítulo 6 – La familia en crisis  
9/26 Entre mundos pág. 83 – 88  
El pretérito  
Pretérito vs. Imperfecto  
Aclaremos dudas Capítulo 6 – La familia en crisis  
   
9/29 Entre mundos pág. 90 – 98  
Exploraciones – La comunidad  
Lectura: “Cajas de cartón”  
Tú y usted  
Early progress grade roster Capítulo 7 – La comunidad  
10/1 Entre mundos pág. 99 - 106  
Mandatos formales  
Diptongos y acentos  
Equivalencia de back Capítulo 7 – La comunidad  
10/3 Entre mundos pág. 107 – 117  
Exploraciones – El estudio  
Presente de subjuntivo Capítulo 8 – Los estudios  
   
10/6 Entre mundos pág. 118 – 127  
Aclaremos dudas – Can I have…?  
Para escribir mejor: cartas formales  
Exploraciones y Lectura (Capítulo 9) Capítulo 8 y 9 – Los estudios y Ud. como profesional  
10/8  
Entre mundos pág. 128 – 136  
Subjuntivo con antecedentes indefinidos  
Subjuntivo con expresiones de duda  
Aclaremos dudas Capítulo 9 – Ud. como profesional  
10/10 Entre mundos pág. 137 – 146  
Exploraciones – La inmigración  
Lectura Capítulo 10 – El mundo de hoy  
   
   
10/13 Entre mundos pág. 147 - 154  
Complemento directo y a personal  
Repaso de ortografía y acentos  
Vicios de la lengua Capítulo 10 – El mundo de hoy  
10/15 Repaso para el segundo examen parcial Traer repaso completo  
10/17 EXAMEN PARCIAL II (capítulos 6 - 10)  
   
10/20 FALL BREAK – No hay clases   
10/22 Entre mundos pág. 155 – 166  
Exploraciones  
Rodolfo Rodríguez – “Yo soy Joaquín”  
Lectura Capítulo 11 – La comunidad mexicana en los Estados Unidos  
10/24 Entre mundos pág. 167 – 173  
Las formas del futuro  
Español mexicano  
Calcos y anglicismos Capítulo 11 – La comunidad mexicana en los Estados Unidos  
   
10/27 Entre mundos pág. 174 – 181  
Exploraciones  
Lectura Capítulo 12 – La comunidad puertorriqueña en los Estados Unidos  
 10/29 Entre mundos pág. 182 – 188  
El condicional  
Español puertorriqueño  
Más anglicismos Capítulo 12 – La comunidad puertorriqueña en los Estados Unidos  
10/31 Entre mundos pág. 189 – 200  
Exploraciones – Los cubanos  
Pedro F. Báez – “Mariel”  
Lectura Capítulo 13 – La comunidad cubana en los Estados Unidos  
   
11/3 Entre mundos pág. 200 – 206  
El participio pasado  
Futuro perfecto  
Español cubano Capítulo 13 – La comunidad cubana en los Estados Unidos  
11/5 Entre mundos pág. 207 – 217  
Exploraciones – La violencia  
Imperfecto del subjuntivo Capítulo 14 – La violencia  
11/7 Entre mundos pág. 217 – 220  
Adjetivos en ingles que terminan en –ing  
Gerundios Capítulo 14 – La violencia  
  
   
11/10 Entre mundos pág. 221 – 236  
Exploraciones – Cambios sociales  
Sergio Vodanovic – “El delantal blanco” Capítulo 15 – Las clases sociales  
11/12 Entre mundos pág. 237 – 244  
Pronombres de objeto directo, indirecto y reflexivos  
Conjunciones  
Expresiones con por Capítulo 15 – Las clases sociales  
11/14 Entre mundos pág. 245 – 252  
Exploraciones – Censura  
Marjorie Agosín – “Fotografia de una desaparecida”  
Luisa Valenzuela – “Los censores” Capítulo 16 – La libertad de expresión  
   
11/17 Entre mundos pág. 252 – 257  
La vos pasiva  
Pronombres relativos  
Expresiones con to become Capítulo 17 – La delincuencia  
11/19 Entre mundos pág. 258 – 265  
Exploraciones – El crimen y sus consecuencias  
Lectura  
Oraciones condicionales que expresan hipótesis  
Expresiones con to raise Capítulo 17 – La delincuencia  
11/21 Entre mundos pág. 265 – 268  
Expresiones con to raise  
Para escribir mejor: la persuasión  
Recibir repaso para el examen   
   
11/24 Repaso para el tercer examen parcial Traer repaso completo  
11/26 Acción de gracias – No hay clases   
11/28 Acción de gracias – No hay clases   
   
12/1  
EXAMEN PARCIAL III Capítulos (11 – 17)  
12/3 Entre mundos pág. 269 – 279  
Exploraciones – La etnografía  
Isabel Allende – “Walimai” Capítulo 18 - Culturas en contacto  
12/5 Entre mundos pág. 279 – 284  
Pluscuamperfecto de indicativo  
Expresiones con right y wrong  
Para escribir mejor: el punto de vista Capítulo 18 - Culturas en contacto  
   
12/8 Último día de clases. Evaluación del curso.   
12/10 Repaso para el examen final   
12/12 Dead Day   
   
12… EXAMEN FINAL

##### 

##### SPAN 30003. Advanced Spanish (Sp, Fa). 3 Hours.

Further intensive practice to strengthen written and oral expression. Includes a review of the essentials of Spanish grammar. Prerequisite: [SPAN 2013](http://catalog.uark.edu/search/?P=SPAN%202013) or equivalent.

**Syllabus**

SPAN 3003-001 ADVANCED SPANISH Fall 2017  
   
Instructor: E-mail: Course ID:  
   
Martha M Montejo Pizarro mmmontej@uark.edu CRSKLBK-569870  
   
Office: Office hours:  
   
Kimpel 323  
MWF 10:40 - 11:30AM  
   
  
  
Textbook: Conexiones-Comunicación y cultura Volume 2. Zayas-Bazán, Bacon & García. Pearson. 5th ed. Supplements: Conexiones MySpanishLab Access Code. Additional papers and documents will be provided in the classroom, by email or by Blackboard (http://learn.uark.edu).  
  
OBJECTIVES: Spanish 3003 is designed to help students make a smooth transition from the intermediate levels of Spanish to the more advanced courses where it is necessary to have a good grasp of grammar as well as well-developed speaking and writing skills. This 5th semester language class aims to develop control of grammar structures and to increase the student's general fluency. The class continues with the grammar review started in Spanish 2013 and emphasizes the use of this grammar as well as oral proficiency. Native speakers of Spanish are not encouraged to enroll in this class. They can receive credit by examination or enroll in a higher- level class. If the student is a native speaker of Spanish, s/he should speak with the instructor about which option would be best for him/her.  
  
PROCEDURES: Learning a foreign language is an active process and requires constant attention. Class will be conducted in Spanish 100% of the time, with a possible exception made for the explanation of difficult grammar points. Studying the assigned pages before coming to class will make comprehension easier.  
Students are expected to speak Spanish in class both when asking and answering questions and in doing group or pair work. Not doing so will be detrimental to the student’s participation grade. The syllabus lists pages for grammar explanations and practice exercises. The student should make an effort to review the grammar and to look over the practice exercises before class, especially those assigned specifically by the instructor. For extra practice of assigned grammar, the student is encouraged to access Blackboard (http://learn.uark.edu) where the instructor will post powerpoints and activities. Since much of the grammar is a review, class time will be spent practicing these structures by engaging in oral activities, i.e. individual, pair and small group. Quizzes will also be given to check comprehension of the assigned pages.  
  
PARTICIPATION: Since listening and speaking are skills that need to be practiced consistently, we believe that attendance and active participation in class are essential. The participation grade, 5% of the final grade, is determined by the effort made to answer questions and to take part in class activities always using the target language. It is important for the student to read/study the assignment and learn the vocabulary before coming to class so that s/he will understand the Spanish being spoken and be able to respond appropriately. This will be reflected in the computation of the student’s grade.  
  
ATTENDANCE: The attendance grade is 5% of the final grade. The student is allowed 3 absences during the semester. S/he will lose points on the attendance grade for every unexcused absence beyond the three allowed absences. If the student needs to miss more than 2 consecutive days of class, s/he should email the instructor to explain the situation. The student must provide appropriate documentation for any absence for which s/he wishes to be excused. If the student has an absence that should be excused, s/he needs to make sure to speak with the instructor ON THE FIRST DAY BACK TO CLASS and provide a doctor’s excuse or some other written validation at that time (and not at the end of the semester). It is the student’s responsibility to be sure that his/her absence has been excused. The instructor will tell the student how long s/he has to make up the work missed that can be made up. Arriving late will also result in the lowering of the class grade, as will leaving before the class has ended.  
  
  
  
1  
   
TAREA: For homework, the student will be expected to memorize vocabulary, verb forms, and grammar points, and study the pages assigned on the syllabus to be prepared to participate and work in class. Activities in class will be based on the homework assignments and the grammar points assigned for the day. The instructor will let the student know in class what exercises from the textbook should be completed for the following class period. Homework from MySpanishLab is included on the assignments calendar on the MySpanishLab web site. These assignments are DUE by 11:59pm of the corresponding date. The instructor will provide the instructions. NOTE: “Technical difficulties” will not be an acceptable excuse for incomplete assignments from MySpanishLab, so the student needs to make sure to avoid any such problems by completing the exercises in a timely manner. “Late assignments” will not be accepted, but with a valid written excuse they will not be counted against the student. The excuse must be presented ON THE FIRST DAY BACK TO CLASS.  
  
QUIZZES: Quizzes are based on vocabulary and grammar structures and may include oral questions as well as written questions. If the student is absent on the day of a quiz, s/he will receive a zero unless s/he presents the instructor with a valid written excuse ON THE FIRST DAY BACK TO CLASS. The ONLY two quizzes that can be made up are the pruebas de pronunciación. The rest of the quizzes given during the semester cannot be made up but with a valid excuse the missed quiz will not be counted against the student.  
  
EXAMS: Each exam will have sections that test grammar structures and vocabulary. Absence from an exam is a serious matter and will result in a zero unless the student presents the instructor with a valid written excuse ON THE FIRST DAY BACK TO CLASS. Exams must be made up as soon as possible after consultation with the instructor. Dictionaries, translators, cell phones and notes may not be used during exams or any other testing situations (compositions, quizzes, etc.)  
  
ENTREVISTA PERSONAL ONLINE: The student will record an oral exam online during the week indicated on the syllabus. The exam will take approximately 5 minutes and will consist of questions previously recorded by Spanish instructors. The student’s answers should be in complete sentences (in Spanish) using vocabulary and grammar that have been taught in class. The questions will be related to familiar situations such as those that are found in the chapters studied. During the exam, the student may not use notes of any kind. The oral exam is graded on pronunciation, fluency, grammatical accuracy, vocabulary, and the ability to understand and also to be understood. Not submitting this online exam is a serious matter and will result in a zero unless the student presents the instructor with a valid written excuse ON THE FIRST DAY BACK TO CLASS. The oral exam online must be made up as soon as possible after consultation with the instructor.  
Instructions will be provided by the instructor.  
  
PRUEBAS DE PRONUNCIACIÓN: Each student will take two pronunciation quizzes. These quizzes are done online at MySpanishLab or Blackboard. The instructor will provide the instructions. These quizzes allow the instructor to evaluate the student’s pronunciation, fluency, intonation and stress. The audio files of each chapter will serve as practice for the pronunciation exams as well as the pronunciation activities found at MySpanishLab. These quizzes can be made up with a valid written excuse ON THE FIRST DAY BACK TO CLASS.  
  
COMPOSITIONS: Compositions will be done in class on the day indicated on the syllabus. A general idea of possible topics will be announced in the previous class. The grammar structures from the current chapter(s) will be stressed. The use of dictionaries is not permitted. Absence from a composition is a serious matter and will result in a zero unless the student presents the instructor with a valid written excuse ON THE FIRST DAY BACK TO CLASS. Compositions must be made up as soon as possible after consultation with the instructor.  
  
ENTREVISTA PERSONAL FINAL: The student will schedule or be given an appointment during one of the class hours on the days indicated for the final oral interview on the syllabus. The interview will take approximately 5 minutes and will consist of a personal question/answer-type interview. The answers should be in complete sentences (in Spanish) using vocabulary and grammar that have been taught in class. The  
   
interview questions will contain familiar situations related to ANY of the chapters studied during the semester. During the interview, the student may not use notes of any kind. The exam is graded on pronunciation, fluency, grammatical accuracy, vocabulary, and the ability to understand and also to be understood. If the student arrives late without a valid excuse, points will be deducted from his/her score. Absence from the oral exam is a serious matter and will result in a zero unless the student presents his/her instructor with a valid written excuse ON THE FIRST DAY BACK TO CLASS. The oral exam must be made up as soon as possible after consultation with the instructor. The oral exams will be in the regular classroom.  
  
GRADES: Students should keep all returned, graded work until final grades are received. Please note that grades may not be discussed over email. Please refer to Blackboard and/or make an appointment with your instructor to view the grade in person.  
Composition of Final Grade  
Hour Exam #1 15% Compositions (2) 10%  
Hour Exam #2 15% Homework 10%  
Quizzes 10% Interview (2) 10%  
Participation Grade 5% Final Exam 20%  
Attendance Grade 5%   
  
IMPORTANT DATES: November 17th is the last date to drop and receive a W. The final exam is scheduled for X, December XXth, from XX:XX a.m. – XX:XX p.m. The location of the final exam will be announced in class toward the end of the semester.  
  
BONUS OPPORTUNITIES: Each student may complete 5 bonus opportunities total, each of which will count as 20% on a quiz or written homework grade. The activities listed below will serve as bonus opportunities as well as any extracurricular activity related to Spanish announced and approved by the instructor.  
  
TERTULIA: “One hour speaking Spanish with friends to learn more about the language and the Hispanic culture.” This is a tremendous opportunity for students to practice their speaking skills with other students and instructors. To achieve extra credit the student must attend the event, write a paragraph of at least 7 sentences in Spanish about the experience and turn it into his/her instructor the next day back to class.  
  
EVENTOS CULTURALES: The cultural events sponsored by the Spanish Department and the Department of Latin American Studies are an excellent opportunity for students to get in contact with Spanish cultural topics as well as to attend famous speakers’ visits. To achieve extra credit each student must attend the event, write a paragraph of at least 7 sentences in Spanish about the experience and turn it into his/her instructor the next day back to class.  
  
CINE CLUB: We will be presenting Spanish-speaking movies several times throughout the semester. This is a good opportunity for students to keep practicing the language. To achieve extra credit each student must attend the event, write a paragraph of at least 7 sentences in Spanish about the experience and turn it into his/her instructor the next day back to class. Please no movie summaries. Write about your opinion, experience, etc.  
  
SOCIAL MEDIA: The Spanish program will be using Facebook, Twitter, Skype and any other effective social media to stay connected with students and advertise upcoming departmental events. Also, relevant information about the language and its benefits will be advertised. Please check the bulletin boards and/or ask the instructor how to get involved with this part of the program. (Facebook, Twitter and Skype: "Spanish U Arkansas")  
  
WEBSITES: There are lots of useful websites available on the Internet to help the student learn and practice Spanish. A few of the best sites are:  
• Learn Spanish (http://www.studyspanish.com) has grammar explanations, practice exercises, quizzes, and pronunciation practice.  
   
• Conjuguemos (http://conjuguemos.com) Verb conjugation practice (all tenses). This site allows the student to create timed practice sessions by choosing which verb tenses and subject pronouns to include in a quiz. The results can be e-mailed to the instructor.  
• Word Reference (wordreference.com) is a great online translator that works as a forum. You can find words/phrases from different Spanish speaking countries and get input from native Spanish speakers.  
• Quizlet (quizlet.com) Make your own flashcards with this website (also available as an application on smart phones).  
  
SPECIAL ACCOMMODATIONS: Students registered with the Center for Educational Access will be given suitable accommodations as prescribed by that office. It is the responsibility of the student to notify the instructor of these accommodations at the beginning of the semester and any time thereafter when they are to be utilized. If the student is not registered with the Center, we cannot give him/her any accommodations.  
  
EXTRA HELP: Although the Foreign Language Office (KIMP 425) has a list of names of possible tutors, Spanish tutoring is also offered free of charge at the Enhanced Learning Center (http://elc.uark.edu). However, it is important that the student seeks the help of his/her instructor during the instructor’s office hours. If the student has a class or is otherwise occupied during the posted hours, most instructors will be flexible in trying to accommodate the student’s needs.  
  
ACADEMIC HONESTY: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://provost.uark.edu/. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.  
  
INCLEMENT WEATHER POLICY: The instructor will make every effort to meet the class. In the case of severe weather or in the event that busses are not running, absences will be excused. It is the student’s responsibility to call the university weather line (575-7000) or check the main website to see if the university is closed.  
  
EMERGENCY PROCEDURES: Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.  
  
Severe Weather (Tornado Warning):  
• Follow the directions of the instructor or emergency personnel.  
• Seek shelter in the basement or 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 lowest 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 (CADD):  
• CALL- 9-1-1.  
• AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.  
• DENY- Barricade the door with desk, chairs, bookcases or any 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.  
   
CELL PHONES AND SMART WATCHES: Students should not use cell phones and/or smart watches for text messaging, e-mail, etc. during class. Cell phones need to be stored and out of sight. In order to keep class disruption to a minimum, students also should not receive phone calls except in an emergency. In such case, students should leave the room quietly and carry on the conversation in the hall. If a student is found text messaging it will result in the lowering of the class grade.  
   
Course Schedule: Span 3003  
  
   
 DATES TOPICS & EXAMINATIONS  
Study the pages indicated before coming to class. ASSIGNMENTS  
www.myspanishlab.com  
  
8/21 Introducción al curso.   
8/23 pp. 206-12 – Vocabulario Capítulo #6  
SAM 06-01, 02, 03, 05, 06, 07  
8/25 pp. 213-16 – Repaso del pretérito y el imperfecto  
Prueba Syllabus SAM 06-08, 09, 12  
   
   
8/28 pp. 217-20 – Expresiones de tiempo con hacer y desde SAM 06-14, 23, 24  
8/30 pp. 224-28 – Vocabulario SAM 06-25, 26, 29  
9/1 pp. 229-35 – Por y para  
Prueba 1 SAM 06-30, 31, 32, 36  
   
   
9/4 Labor Day Holiday   
9/6 pp. 236-38 – Se impersonal y se pasivo SAM 06-34, 35, 37, 41  
9/8 pp. 239-42 – Lectura  
Prueba 2 SAM 06-42, 07-01, 02  
   
   
9/11 pp. 246-52 – Vocabulario Capítulo #7  
SAM 07-03, 04, 14  
9/13 pp. 257-59 – Videoblog & Conéctate SAM 07-07, 15, 17, 18  
9/15 pp. 253-56 – El imperfecto del subjuntivo  
Prueba 3 SAM 07-08, 09, 10, 11, 12, 20  
   
   
9/18 pp. 260-66 – Vocabulario SAM 07-21, 22, 23, 26  
9/20 pp. 267-70 – El condicional SAM 07-27, 28, 32  
9/22 pp. 270-74 – Cláusulas con si  
Prueba 4 SAM 07-33, 34, 35  
   
   
9/25 Repaso SEP Capítulos 6 y 7  
9/27 Examen #1 Capítulo #8  
SAM 08-01, 02  
9/29 pp. 284-91 – Vocabulario SAM 08-03, 04, 06, 07  
   
   
10/2 pp. 292-95 – El pluscuamperfecto del subjuntivo SAM 08-08, 09, 10, 12  
10/4 pp. 295-98 – El condicional perfecto, y cláusulas con si SAM 08-13, 14, 15  
10/6 Composición #1 SAM 08-25, 26  
   
   
10/9 pp. 302-08 – Vocabulario SAM 08-27, 30, 31  
10/11 pp. 309-16 – Los pronombres relativos SAM 08-32, 33, 34, 35, 36, 40  
   
  
10/13 pp. 317-20 – Lectura  
Prueba 5  
ENTREVISTA PERSONAL ONLINE SAM 08-41, 09-01  
PRUEBA DE PRONUNCIACIÓN ONLINE  
   
   
10/16 Fall Break—No classes   
10/18 pp. 324-30 – Vocabulario Capítulo #9  
SAM 09-02, 03, 04, 13  
10/20 pp. 337-39 – Videoblog & Conéctate SAM 09-07, 14, 16, 17  
   
   
10/23 pp. 331-36 – La secuencia de los tiempos SAM 09-08, 09, 10, 11, 19  
10/25 pp. 340-44 – Vocabulario SAM 09-20, 21, 22, 24, 25  
10/27 pp. 345-48 – Los artículos definidos e indefinidos  
Prueba 6 SAM 09-26, 27, 28, 29, 32  
   
   
10/30 pp. 349-52 – Usos del infinitivo y el gerundio SAM 09-33, 34, 35  
11/1 Repaso SEP Capítulos 8 y 9  
11/3 Examen #2 Capítulo #10  
SAM 10-01, 02  
   
11/6 pp. 360-68 – Vocabulario SAM 10-03, 05, 07  
11/8 pp. 368-72 – Se inocente SAM 10-08, 09, 10, 11, 19  
11/10 p. 376-80 – Vocabulario  
Prueba 7 SAM 10-20, 21, 22, 24  
   
11/13 Composición #2 SAM 10-25, 26  
11/15 pp. 381-83 – Voz pasiva SAM 10-27, 28, 29, 32  
11/17 pp. 385-88 – Verbos con preposiciones  
LAST DAY TO DROP WITH A “W” SAM 10-33, 34, 35, 39  
   
11/20 pp. 389-92 – Lectura SAM 10-40  
11/22 Thanksgiving Break   
11/24 Thanksgiving Break   
   
   
11/27 ENTREVISTA PERSONAL FINAL PRUEBA DE PRONUNCIACIÓN ONLINE  
11/29 ENTREVISTA PERSONAL FINAL PRUEBA DE PRONUNCIACIÓN ONLINE  
12/1 ENTREVISTA PERSONAL FINAL PRUEBA DE PRONUNCIACIÓN ONLINE  
   
12/4 Repaso   
12/6 Repaso / Comprensión Auditiva del EXAMEN FINAL   
12/8 Dead Day- No Classes   
   
  
   
X  
12/X EXAMEN FINAL  
X:XX-XX:XX

##### SPAN 30303. Conversation and Composition (Sp, Fa). 3 Hours.

Three hours per week of guided conversation (oral) and composition (written) practice for the post-intermediate student. Prerequisite: [SPAN 30003](http://catalog.uark.edu/search/?P=SPAN%203003).

**Syllabus**

Department of World Languages, Literatures and Cultures  
University of Arkansas  
  
   
  
SPAN 30303 001 (1984) – Conversation & Composition Syllabus Spring 20XX  
Classroom: WCOB 433 (8:35-9:25am)  
  
Instructor: Martha M Montejo Pizarro  
Office: Kimpel Hall 516  
Office hours: M-W-F\* 2-3 pm. (\*Friday by appointment)  
Office phone: 479- 575 6557  
E- mail: mmmontej@uark.edu  
  
  
Textbook required: José A. Blanco. Revista: Conversación sin barreras. Vista Higher Learning. Fourth Edition Online dictionaries: Diccionario de la Real Academia Española (Spanish-Spanish): http://lema.rae.es/drae/  
Online Language Dictionaries (Spanish-English / English-Spanish): http://www.wordreference.com/  
Recommended: Spanish-English/English-Spanish Dictionary (Collins, Simon & Schuster International, Larousse or Oxford).  
  
COURSE OBJECTIVES: The main goal of this course is to build your oral proficiency and writing ability while increasing your awareness of the Hispanic world and culture. Reading and listening skills are also practiced. You are responsible for reviewing the grammar of each section. Grammar explanation may be provided, if needed, but it will not be a focal point.  
  
COURSE METHOD: Class time is mainly for directed oral practice; students must prepare thoroughly outside class by reading assignments, looking up unfamiliar words, marking passages that present difficulties (in order to ask the instructor for clarification), and memorizing vocabulary and “expresiones” before coming to class.  
  
Learning a foreign language is an active process, and it requires constant attention. Classes will be conducted in Spanish 100% of the time, with no exceptions. You are expected to speak Spanish all of the time. Speaking English will lower your class grade.  
  
COURSE REQUIREMENTS:  
Participation and homework: You are expected to participate in all activities and come prepared to class. Missing class is disruptive to your learning process, and absences will harm your participation grade. Excessive absences will invariably affect class performance and may significantly lower your final grade. The student will lose 2% of a 10% total (Participation) for every unexcused absence. I would strongly recommend you drop the class after four absences (excused or unexcused). Class participation involves not only being present, but working with your classmates to hold a discussion, and listening when they are making presentations. Bear in mind that you can learn from others’ viewpoints. Try not to impose your opinions on others. Please be tolerant and respectful while debating.  
If you must be absent, it is your responsibility to contact a classmate and find out what was done in the class you missed and what is due in the next class. No late work will be accepted and no exams may be made up without a note from an appropriate source (i.e. doctor, employer, etc.) justifying your absence. If you are late to class, it is your responsibility to sign the attendance sheet. Excessive tardiness will also result in the lowering of the class grade as will leaving before the class has ended.  
  
CELL PHONES: Students should not use cell phones for text messaging, e-mail, etc. during class. Cell phones need to be stored and out of sight. In order to keep class disruption to a minimum, students also should not receive phone calls except in an emergency. In such case, students should let the instructor know about that call at the beginning of the class and, once they get it, they must leave the room quietly and carry on the conversation in the hall. If the student uses his/her cellphone in class, it will result in the lowering of the class grade. (3% of a 10% total)  
Note: One designated student will have his/her cellphone where it can be seen, in case we receive an emergency call from the University authorities.  
  
YOU HAVE TO READ the vocabulary, articles, poems, short stories, etc. from the TEXTBOOK before coming to class.  
   
Noticia: (5 minutes). As part of the participation grade, all students should be familiar with current events in the Hispanic world. Go to the Internet regularly and read articles from Spanish speaking countries. Some of the digital newspapers you can visit are: Clarín, La Nación (Argentina); El Mercurio (Chile); El Mundo, La Vanguardia, El País (España); La Jornada, Reforma (México); El Nuevo Día (Puerto Rico); El Nacional, El Universal (Venezuela), El tiempo, El espectador, El Heraldo, El Colombiano (Colombia), etc. Students are to present one interesting piece of news during the semester.  
The presenter has to send me and his/her classmates the article at least 24 hours before the news presentation. Every student must read that article and the presenter will paraphrase (or summarize) its content, and be ready to ask and answer some questions after giving his/her opinion about it. The presenter will not be allowed to read any notes during his/her news presentation. However, key words are fine. Every student must write 3 questions about the piece of news presented by someone else. This interaction will impact class grade.  
  
Debate: (from 5 to 10 minutes). The leader of the debate will choose any polemic article or topic from any magazine or newspaper written in Spanish. The debater will send us the article (or the topic) at least 24 hours before the debate. The debater will paraphrase (or summarize) the content of the article, give his/her opinion about it, ask at least five questions and answer the others’ questions (from 5 to 10 minutes). The rest of the students must write three questions and an opinion about the given topic. If the students failed to do so, I will lower their debate grade.  
  
Presentations (2): The first one will be an individual presentation (five -ten minutes), and will be based on a topic of your choice that will have to be approved previously by me. You will not be allowed to read any notes during your presentation (Key words are Ok.). PowerPoint slides will not contain more than one sentence per slide. The second presentation will be done in pairs. Instructions will be given in class.  
You are a university student and I expect relevant topics. Your debate and presentation topic must be previously approved by me.  
  
Oral Exams: They will include the material read or seen in class (movies, videos, etc.), and the vocabulary. No exams may be made up without a physician’s note justifying the absence.  
  
Compositions (3): They will be due in class on the dates assigned on the syllabus. They will be returned to you with errors indicated according to a code-sheet of symbols that I will send you via email.  
  
Rules of the game. There are extra rules for this class: la clase será 100% en español al igual que los correos y la comunicación que tengamos por fuera de la clase.  
  
GRADES: The student should keep all returned, graded work until s/he receives his/her final grade.  
GRADING CRITERIA: A 89.5-100 B 79.5-89.4 C 69.5-79.4 D 59.5-69.4 F 59.4 and below  
Please keep in mind that 89.4 is a B. No exception will be made.  
  
Composition of Final Grade  
Final Oral Exam 20%  
Oral Exam I 10%  
Individual and group presentation. (2= 5% each) 10%  
News / Debate (5% each) 10%  
Compositions (3: 10% each) 30%  
Written Exam (vocabulary, gram.) 10%  
Class grade 10%  
  
EXTRACURRICULAR ACTIVITIES  
There are several cultural events during the semester that will give you more opportunities to practice Spanish. Different events and activities that you can attend are:  
Tertulia: “One hour speaking Spanish with friends to learn more about the language and the Hispanic culture.” This is an opportunity for students to practice their speaking skills with other students and instructors. La Tertulia will be held on specific Fridays from 5:00 p.m. to 6:00 p.m. at Qdoba on Dickson St. A schedule of the dates will be announced on Facebook (Spanisharkansas).  
   
Eventos culturales: The cultural events sponsored by the Spanish Department and the Department of Latin American Studies are an excellent opportunity for students to get in contact with Spanish cultural topics as well as to attend famous speakers’ visits. The instructor will let the student know what s/he needs to do to achieve extra credit by attending these events.  
Cine club: We will be presenting Spanish speaking movies several times throughout the semester. This is a good opportunity for students to keep practicing the language and obtain extra credit for attending.  
SOCIAL MEDIA: The Spanish program will be using Facebook, Twitter, Skype and any other effective social media to stay connected with students and advertise upcoming departmental events. Also, relevant information about the language and its benefits will be advertised. On our Facebook Spanisharkansas, you can find date and time of many events.  
  
  
INCLEMENT WEATHER POLICY: The inclement weather policy for this class is the same as for the University: http://emergency.uark.edu/11272.php  
  
DISABILITIES: Accommodations will be made for students who have a documented disability. Please notify me privately at the beginning of the semester. Contact the Center for Educational Access (575-3104) or visit http://cea.uark.edu for more information on registration procedures.  
  
EXTRA HELP: Although the Foreign Language Office (KIMP 425 / 575-2951) has a list of names of possible tutors, Spanish tutoring is also offered free of charge at the Enhanced Learning Center (http://elc.uark.edu / 575-2885). However, it is important that the student seek the help of his/her instructor during the instructor’s office hours. If the student has a class or is otherwise occupied during the posted hours, most instructors will be flexible in trying to accommodate the student’s needs.  
  
ACADEMIC INTEGRITY:  
“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”  
“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://provost.uark.edu/ Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”  
  
By using machine translators, you will decrease your ability to write in Spanish. Learn Spanish syntax and grammar and use dictionaries to write your assignments.  
  
EMERGENCY PROCEDURES: Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.  
  
Severe Weather (Tornado Warning):  
• Follow the directions of the instructor or emergency personnel  
• Seek shelter in the basement or 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 lowest 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 (CADD):  
 CALL- 9-1-1  
 AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.  
 DENY- Barricade the door with desk, chairs, bookcases or any 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.  
   
SPAN 3033 001 (1984) – Conversation & Composition Syllabus Spring 2016  
Classroom: Classroom: WCOB 433 (8:35-9:25am) Martha M. Montejo mmmontej@uark.edu Kimpel 516  
   
Fecha Contenido  
Deben estar preparados para responder las preguntas de comprensión de cada artículo en todas las clases. Tareas/Actividades  
Hacer siempre la tarea de vocabulario para cada tema o artículo nuevo.  
1/20 Introducción ¡Conozcámonos!  
\*(Gram.)= por tu cuenta debes hacer los ejercicios gramaticales.  
1/22 Capítulo 1 ¿Realidad o fantasía?  
Cortometraje 1: Viaje a Marte pp. 4-7 / 10-11 (Gram.)(\*) Elegir tema para la presentación individual  
   
   
1/25 Cortometraje 1: Viaje a Marte pp.8-9 / 12-13 (Gram.)   
1/27 “Celebración de la fantasía”. Pp. 14-15. Resumen del texto en tu cuaderno. Presentación 1. Noticia 1  
1/29 “El otro círculo”. Pág. 18-22 Presentación 2. Noticia 2  
   
   
2/1 “La poesía al alcance de los niños”. Pp. 25-27 Presentación 3. Noticia 3  
2/3 Capítulo 2 Una Cuestión de Personalidad  
Cortometraje 2: Diez minutos. Pp. 36-39 / 42-43 (Gram.) Presentación 4. Noticia 4  
2/5 “Las cuatro formas científicas de la felicidad”. Pp. 46-48 / 44-45 (Gram.) Presentación 5. Noticia 5  
   
   
2/8 Poesía: pp. 51-53. Práctica para la composición Presentación 6. Noticia 6  
2/10 Lectura: Obra de teatro, Pág. 55-57. Práctica para la composición   
2/12 COMPOSICIÓN I   
   
   
2/15 Capítulo 3 La influencia de los medios.  
Cortometraje 3 Nada que perder pp. 66-69 / 72-75 (Gram.) Presentación 7. Noticia 7.  
2/17 Presentaciones individuales. Presentación 8. Noticia 8 Presentación 9. Noticia 9  
2/19 Entrevista. “Tengo un carácter fuerte...” Pp. 76-78 Presentación 10. Noticia 10  
   
   
2/22 “Cara y cruz de las tecnologías...” pp.81-83 Presentación 11. Noticia 11  
2/24 “Cine Prado” Pp. 86-89. Pautas para el examen escrito.   
2/26 EXAMEN ESCRITO (incluye vocabulario y gramática cap. 1-3)  
   
   
2/29 Capítulo 4 Las garras del poder.  
Cortometraje 4: El ojo en la nuca. 98-101 / 104-107 (Gram.) Presentación 12. Noticia 12.  
3/2 “Carta abierta a mi nieto”. Pp. 112-114. Presentación 13. Noticia 13  
3/4 Repaso para el examen oral I. (Make up Presentación y Noticia) Presentación 14. Noticia 14  
   
   
3/7 EXAMEN (oral)   
3/9 EXAMEN (oral)   
3/11 EXAMEN (oral)   
   
  
   
3/14 “Oda a un millonario muerto”. Pp. 117-119. Carta al presidente. P. 124.   
3/16 Práctica para la composición   
3/18 COMPOSICIÓN 2. (Carta al presidente)   
   
   
3/21-25 SPRING BREAK - NO HAY CLASES   
   
   
3/28 Capítulo 5. Misterios del amor.  
Cortometraje 5 La aventura de Rosa. Pp. 128-131 / 134-137 (Gram.)   
3/30 “Drácula y los niños”. Pp. 138-139   
4/1 “Lo que dure el amor”. Pp. 142-144.   
   
   
4/4 “Lo que dure el amor”. Pp. 142-144. Debate 1. Debate 2.  
4/6 “Cine y malabarismo”. Pp. 147- 149 Debate 3. Debate 4.  
4/8 Capítulo 6: Modos de vivir  
Cortometraje 6. Ella o yo. Pp. 158-161 / 164-167 (Gram.) Debate 5. Debate 6.  
   
   
4/11 Debates. Debate 7. Debate 8. Debate 9. Debate 10.  
4/13 “Ni coja ni madre”. Pp. 168-170 Debate 11. Debate 12  
4/15 “Padre, papá, papi”. Pp. 173-175 Debate 13. Debate 14.  
   
   
4/18 “Dos vidas”. Pp. 178-180. Escoger tema para la presentación en parejas.   
4/20 Práctica para la composición. “Teléfono una enfermedad celular”. Encuentra la receta de la felicidad. ¿Cuáles son los efectos de la inmigración? Pp. 183-186 Escoger el compañero para la presentación grupal.  
4/22 COMPOSICIÓN 3.  
LAST DAY TO DROP WITH A “W” Ponerse en contacto con el compañero de la presentación grupal.  
   
   
4/25 Presentaciones grupales (diálogos) Grupo 1. Grupo 2.  
4/27 Presentaciones grupales (diálogos) Grupo 3. Grupo 4.  
4/29 Presentaciones grupales (diálogos) Grupo 5. Grupo 6.  
   
   
5/2 Presentaciones grupales (diálogos) Grupo 7.  
5/4 Repaso para el Examen Final Oral   
5/6 Dead Day - NO HAY CLASE   
   
   
Lunes 5/9 EXAMEN ORAL FINAL (Capítulos 1-6) 8.00–10.00 am. En el mismo salón de clase.  
NOTE: I reserve the right to modify the syllabu

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##### SPAN 30603. Spanish Reading for Advanced Research (Irregular). 3 Hours.

This course is designed for graduate students working toward reading proficiency for academic research in the target language. Students acquire skills for effective and efficient reading, including recognition of major syntactical structures and the proper use of reference tools. While this course has no prerequisites, 1-2 years of prior instruction in the language is recommended as a minimum. Successful completion fulfills graduate student reading proficiency requirement in many departments. No credit by advanced placement for lower level Spanish courses is awarded, and this course cannot be counted for credit towards an undergraduate minor or major in Spanish or a world language requirement.

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##### SPAN 31003. Cultural Readings (Sp, Fa). 3 Hours.

A course designed to build vocabulary and to strengthen reading skills and oral expression through extensive practice with culturally authentic materials. Prerequisite: [SPAN 2013](http://catalog.uark.edu/search/?P=SPAN%202013) or equivalent.

**Syllabus**

SPAN 31003 - CULTURAL READINGS  
Spring 2017 – Syllabus. MWF 12:55-1:45 – Walker Hall 103  
  
Prof. Juan E. Villegas Office: Kimpel Hall 605  
E-mail: jevillegas85@gmail.com Office hours: 12-12:45 M-We-F\* (\*by appointment)  
  
Textbook: Cultural Readings: Spanish 3013  
(Mullen & Garganigo, El cuento hispánico: A graded Literary Anthology. 8th ed. McGraw Hill, 2012.)  
  
IMPORTANT INFORMATION—PLEASE READ WITH CARE  
SPAN 3103  
COURSE DESCRIPTION AND OBJECTIVES  
Spanish 3103, Cultural Reading, is a fifth/sixth semester language course having as its goal the further development of reading comprehension, oral and written expression, and cultural competence. This course studies a selection of cultural and literary readings with topics that will increase students' knowledge of the Hispanic world.  
This course is designed to prepare Spanish majors and minors for advanced literary and cultural courses. For non-majors, Spanish 3103 is an interesting and enriching course focused on Hispanic culture, cultural diversity and cross-cultural issues that will significantly strengthen their language skills. Spanish 3003, Advanced Spanish, is the companion course of Spanish 3103. Both courses are required for a minor in Spanish. Although these courses can be taken independently, students who have taken Spanish 3003 first will find that they have some advantage since exams are written in Spanish and correct usage is important. Both courses involve practice in oral and written communication. While Spanish 3103 emphasizes reading comprehension and cultural competence, Spanish 3003 emphasizes a review and application of grammar.  
Since Spanish 3103 is designed as a reading course, it is expected that students have taken at least Spanish 2013 or its equivalent and have some degree of communicative competence in both speaking and writing. The class is conducted in Spanish. Communication can be impeded by faulty grammar and students are encouraged to review problematic structures in textbooks from previous courses or online computer programs such as www.studyspanish.com which can be accessed with your home computer or in the Center for World Languages, Literatures and Cultures in J.B. Hunt 207. Native speakers of Spanish (or those of Hispanic background who are already competent in reading) should not enroll in Spanish 3103 because their reading skill and vocabulary already surpass the goals of this class. They should instead enroll in the Heritage Speakers class and they will receive credit toward the major and minor by doing so. They can also receive credit for the major or minor by enrolling in a higher level class.  
  
Composition of Final Grade  
Hour Exam #1 20%  
Hour Exam #2 20%  
Quizzes / Homework 10%  
Presentation 5%  
Class Grade 15%  
Composition (2) 10%  
Final Exam 20%  
  
PRESENTATIONS: Students are expected to do a presentation during class (from eight to ten minutes). You are not allowed to read. Mind pronunciation, grammar and content! See your topic and date at the end of this file.  
  
CLASS GRADE: Students are expected to read the assigned pages before coming to class. They should be able to answer questions on the content plus participate in the discussion of themes. Students should make up  
  
1  
   
their own vocabulary lists (in addition to learning the book lists) to be better prepared to participate in class activities. The class is conducted in Spanish. Checking cell phones or text messaging during class will result in a lowering of the class grade (-30%).  
  
QUIZZES: Quizzes will be given on the reading assigned for homework. They will test the content of the reading, written expression, and cultural competence (20% vocabulary; 80% composition). Quizzes cannot be made up but with a valid excuse.  
  
HOUR EXAMS There will be two (2) hour-long exams. Each hour exam will test knowledge of the content of the readings, vocabulary, written expression/correct grammar and culture concepts. Exams/quizzes generally have the following format: vocabulary (20%) identifications (40%), essay questions (40%). It also may include definition completions and multiple-choice questions. Regarding the essays sections, the exams will be graded as follows: 80% for content and organization of ideas and 20% for grammar, spelling, and vocabulary.  
  
COMPOSITIONS Students will write two (2) two-page compositions on the assigned topics. Compositions written outside of class must be exclusively and entirely the student's own work with proper attribution for any outside sources, although research is not expected or required. You may use a dictionary but you may not have your paper checked for grammar, etc. by another reader. The compositions will be graded as follows: 50% for content and organization of ideas and 40% for grammar, spelling, format and vocabulary.  
  
FINAL EXAM The final exam has the same format as the hour exams.  
  
PARTICIPATION GRADE AND ATTENDANCE: Since listening and speaking are skills that need to be practiced consistently, we believe that attendance and active participation in class are essential. The participation grade (15% of the final grade) is determined by daily attendance in class and an effort made to answer questions and to take part in class activities. It is important for the student to read/study the assignment and learn the vocabulary before coming to class so that s/he will understand the Spanish being spoken and be able to respond appropriately. This will be reflected in the computation of the student’s grade.  
  
The student is allowed 3 absences during the semester. S/he will lose 20% of the participation grade (2% of the final class grade) for every unexcused absence beyond the three allowed absences. If the student needs to miss more than 2 consecutive days of class, s/he should email the instructor to explain the situation. The student must provide appropriate documentation for any absence for which s/he wishes to be excused. If the student has an absence that should be excused, s/he needs to make sure to speak with the instructor ON THE FIRST DAY BACK TO CLASS and provide a doctor’s excuse or some other written validation at that time (and not at the end of the semester). It is the student’s responsibility to be sure that his/her absence has been excused. The instructor will tell the student how long s/he has to make up the work missed. Excessive tardiness will also result in the lowering of the class grade, as will leaving before the class has ended.  
  
SPECIAL ACCOMMODATIONS: University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).  
See http://provost.uark.edu/2010\_Faculty\_Handbook.pdf. It is the responsibility of the student to notify the instructor of these accommodations at the beginning of the semester and any time thereafter when they are to be utilized. If the student is not registered with the Center, we cannot give him/her any accommodations.  
   
ACADEMIC HONESTY: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.  
Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://provost.uark.edu/. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.  
  
GRADES: Students should keep all returned, graded work until final grades are received. It is not possible to make extra credit assignments as such arrangements are inequitable.  
  
INCLEMENT WEATHER POLICY: The instructor will make every effort to meet his/her class. In the case of severe weather or if busses are not running, absences will be excused. Students should listen to local television and radio stations or call the University weather line (575-7000) to see if the University is closed. They should also check email if possible for any changes in assignments.  
  
CELL PHONES: In order to keep class disruption to a minimum, students should not receive phone calls except in an emergency. In such case, students should leave the room quietly and carry on the conversation in the hall. Text messaging or checking cell phones during class will result in a lowering of the class grade (- 30%).  
  
TERTULIA: “One hour speaking Spanish with friends to learn more about the language and the Hispanic culture.” This is an opportunity for students to practice their speaking skills with other students and instructors.  
Spanish students of all levels are invited but only advanced (3000 and 4000 level classes) students will obtain extra credit for attending (2 points on a quiz, up to 10 point total). (We will meet at Q’doba on Dickson Street. Some Fridays from 5:00 to 6:00 pm). Check dates out at Facebook: Spanisharkansas  
  
EVENTOS CULTURALES: The cultural events sponsored by the Spanish Department and the Department of Latin American Studies are an excellent opportunity for students to get in contact with Spanish cultural topics as well as to attend famous speakers’ visits. The instructor will let the student know what s/he needs to do to achieve extra credit by attending these events.  
  
CINE CLUB: We will be presenting Spanish speaking movies several times throughout the semester. This is a good opportunity for students to keep practicing the language and obtain extra credit for attending.  
  
SOCIAL MEDIA: The Spanish program will be using Facebook, Twitter, Skype and any other effective social media to stay connected with students and advertise upcoming departmental events. Also, relevant information about the language and its benefits will be advertised. Please check the bulletin boards and/or ask your instructor how to get involved with this part of the program. (Facebook, Twitter and Skype: "Spanish U Arkansas")  
  
WEBSITES: There are lots of useful websites available on the Internet to help the student learn and practice Spanish:  
• Study Spanish (http://www.studyspanish.com) has grammar explanations, practice exercises, quizzes, and pronunciation practice.  
• Conjuguemos (http://conjuguemos.com) Verb conjugation practice (all tenses). This site allows the student to create timed practice sessions by choosing which verb tenses and subject pronouns to include in his/her quiz. The results can be e-mailed to the instructor.  
• Livemocha (www.livemocha.com) is another useful site to get extra practice in the language through audio-visual lessons, audio conversations, and other learning systems.  
   
EXTRA HELP: Although the World Language Literatures, and Cultures (WLLC), in KIMP 425 has a list of names of possible tutors, Spanish tutoring is also offered free of charge at the Enhanced Learning Center (http://elc.uark.edu). However, it is important that the student seeks the help of his/her instructor during the instructor’s office hours. If the student has a class or is otherwise occupied during the posted hours, most instructors will be flexible in trying to accommodate the student’s needs.  
  
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Severe Weather (Tornado Warning):  
• Follow the directions of the instructor or emergency personnel  
• Seek shelter in the basement or 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 lowest 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 (CADD):  
 CALL- 9-1-1  
 AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.  
 DENY- Barricade the door with desk, chairs, bookcases or any 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’s safe.  
 DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.  
   
SPAN 3103 Cultural Readings  
  
DATE CLASS CONTENT, READINGS, AND ASSIGNMENTS  
Readings and assignments are DUE on the corresponding date. ASSIGNMENTS  
The following assignments should be turned in on the corresponding date. All should be typed.  
1/16 Martin Luther King Day -   
1/18 Introducción al curso. ¡Conozcámonos!  
1/20 ¿Qué sabemos de Hispanoamérica y España? (Discusión)   
 México   
1/23 “¿Qué es ser mexicano?” (correo)   
1/25 “Las lavanderas” pp. 22-28 1  
1/27 Es que somos muy pobres” (correo) Prueba 1.  
 México (Cont…)   
1/30 “El pachuco y otros extremos” por Octavio Paz (correo)   
2/1 “Chanclas” pp. 9-15 2  
2/3 “Leyenda de la Bikina” (correo) y “La bikina” (Youtube). https://www.youtube.com/watch?v=4RdaHuADyLg  
3  
 Cuba   
2/6 ¿Qué es el Caribe? (correo) 4  
2/8 De la vida de una cámara soviética en Cuba (correo) 5  
2/10 Discusión/Repaso Prueba 2.  
 Puerto Rico   
2/13 “La muñeca menor” (correo)   
2/15 “Spanglish en Puerto Rico” (correo) & “Notas sobre el spanglish” (correo) Prueba 3  
2/17 Repaso para Examen #1   
 Examen # 1 / Argentina   
2/20 Examen #1   
2/22 “El Sur” pp. 138-141 6  
2/24 “El Sur” (Cont…) pp. 142-147 7  
 Argentina (Cont…)   
2/27 “Casa tomada”, pp. 101-110 8  
3/1 “Axolotl”, pp. 111-119 9  
3/3 “Continuidad de los parques”, pp. 95-100 Prueba 4  
 Uruguay   
3/6 Asesoría para la composición en clase. Traer el tema y la tesis  
3/8 “El almohadón de plumas” pp. 66-74   
3/10 “El solitario” pp. 75-84 Hand in Composition #1 Entregar la primera composición.  
 Colombia   
3/13 “Lo que está en juego en Colombia” (correo) 10  
3/15 “El ahogado más hermoso del mundo” pp. 178-187 Prueba 5  
3/17 “Mucho gusto, Pablo Escobar Gaviria” (correo) 11  
   
  
 ¡Vacaciones!   
3/20 Vacaciones de primavera   
3/22 Vacaciones de primavera   
3/24 Vacaciones de primavera   
 Repaso / España   
3/27 Repaso para el examen # 2   
3/29 Examen #2   
3/31 “Lo que sucedió a un deán de Santiago…” pp. 29-36 12  
 España (Cont…)   
4/3 “El arrepentido” pp. 56-64 13  
4/5 “Rafael” pp. 49-55 Prueba 6  
4/7 Discusión/Repaso (Hispanoamérica y España) 14  
 Temas varios - Deporte   
4/10 “La observación de los pájaros” (correo) 15  
4/12 “El cuarto bate” (correo) 16  
4/14 “El boxeador polaco” (correo) 17 Prueba 7  
 Temas varios – Música   
4/17 “La música en América Latina” (Correo) Asesoría para la composición en clase. Traer el tema y la tesis  
4/19 “La música llanera en Colombia y Venezuela” (correo) Youtube: (“Baile de joropo”) https://www.youtube.com/watch?v=oYieKEU8yQw  
18  
4/21 “Historia del tango” (correo) & “Tango”, pp. 170-177. Youtube: “El choclo” https://www.youtube.com/watch?v=aV9wGF8QieI LAST DAY TO DROP WITH A “W” 19  
 Temas varios – Comida   
4/24 “Gastronomía Latinoamericana” (correo)  
Hand in Composition #2 Entregar la composición 2.  
20  
4/26 “Oda al caldillo de congrio” (correo) 21  
4/28 “Contrapunteo cubano del tabaco y el azúcar” (Correo) Prueba 8  
 ¡Repaso!   
5/1 Repaso para el Final   
5/3 Repaso para el Final   
5/5 Dead Day   
   
5/10 Examen Final. Miércoles.   
  
  
  
NOTE: I reserve the right to modify this syllabus if necessary.  
\  
See the number of your presentation () below.  
   
  
Apellido y nombre Presentación #  
 1  
 2  
 3  
 4  
 5  
 6  
 7  
 8  
 9  
 10  
 11  
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**Syllabus:**

SPAN 3103 - CULTURAL READINGS   
FALL 2016 – Syllabus  
  
Dr. Erika Almenara Office: Kimpel Hall 618  
almenara@uark.edu Office Hours: T/Th 11:00am – 12:00pm and by appointment  
   
   
Textbook: Cultural Readings: Spanish 3013  
(Customized book including chapters from Bretz, Dvorak & Kirschner. Pasajes: Cultura. 7th ed. McGraw Hill, 2010, and Mullen & Garganigo, El cuento hispánico: A graded Literary Anthology. 8th ed. McGraw Hill, 2012.)  
   
  
COURSE DESCRIPTION AND OBJECTIVES  
  
 Spanish 3103, Cultural Reading, is a fifth/sixth semester language course having as its goal the further development of reading comprehension, oral and written expression, and cultural competence. This course studies a selection of cultural and literary readings with topics that will increase students' knowledge of the Hispanic world.   
 This course is designed to prepare Spanish majors and minors for advanced literary and cultural courses. For non-majors, Spanish 3103 is an interesting and enriching course focused on Hispanic culture, cultural diversity and cross-cultural issues that will significantly strengthen their language skills. Spanish 3003, Advanced Spanish, is the companion course of Spanish 3103. Both courses are required for a minor in Spanish. Although these courses can be taken independently, students who have taken Spanish 3003 first will find that they have some advantage since exams are written in Spanish and correct usage is important. Both courses involve practice in oral and written communication. While Spanish 3103 emphasizes reading comprehension and cultural competence, Spanish 3003 emphasizes a review and application of grammar. Since Spanish 3103 is designed as a reading course, it is expected that students have taken at least Spanish 2013 or its equivalent and have some degree of communicative competence in both speaking and writing. The class is conducted in Spanish. Communication can be impeded by faulty grammar and students are encouraged to review problematic structures in textbooks from previous courses or online computer programs such as www.studyspanish.com which can be accessed with your home computer or in the Center for World Languages, Literatures and Cultures in J.B. Hunt 207. Native speakers of Spanish (or those of Hispanic background who are already competent in reading) should not enroll in Spanish 3103 because their reading skill and vocabulary already surpass the goals of this class. They should instead enroll in the Heritage Speakers class and they will receive credit toward the major and minor by doing so. They can also receive credit for the major or minor by enrolling in a higher level class.  
  
Composition of Final Grade  
Exams (2) 40%  
Quizzes (4) / Presentation 15%  
Participation / Homework 15%  
Compositions (2) 10%  
Final Exam 20%  
  
EXAMS There will be two (2) exams. Each exam will test knowledge of the content of the readings, vocabulary, written expression/correct grammar and culture concepts. Exams/quizzes generally have the following format: identifications, essay questions, vocabulary/definition completions and multiple-choice questions. Regarding the essays sections, the exams will be graded as follows: 60% for content and organization of ideas and 40% for grammar, spelling, and vocabulary.   
  
FINAL EXAM The final exam has the same format as the first two exams.   
  
COMPOSITIONS Students will write two (2) three-page compositions on the assigned topics. Compositions written outside of class must be exclusively and entirely the student's own work with proper attribution for any outside sources, although research is not expected or required. You may use a dictionary but you may not have your paper checked for grammar, etc. by another reader. The compositions will be graded as follows: 60% for content and organization of ideas and 40% for grammar, spelling, and vocabulary.  
   
PRESENTATION: Students are expected to do an eight-ten minutes presentation with a partner during class. Students will choose their topic the first week of classes.  
  
QUIZZES (4) Quizzes will be given on the reading assigned for homework. They will test the content of the reading, written expression, and cultural competence. Quizzes cannot be made up but with a valid excuse they will not be held against you.   
  
PARTICIPATION GRADE AND ATTENDANCE  
Participation: Since listening and speaking are skills that need to be practiced consistently, we believe that attendance and active participation in class are essential. The participation grade (15% of the final grade) is determined by daily attendance in class and an effort made to answer questions and to take part in class activities. It is important for the student to read/study the assignment and learn the vocabulary before coming to class so that s/he will understand the Spanish being spoken and be able to respond appropriately. This will be reflected in the computation of the student’s grade.   
Students are expected to read the assigned pages before coming to class. They should be able to answer questions on the content plus participate in the discussion of themes. Students should make up their own vocabulary lists (in addition to learning the book lists) to be better prepared to participate in class activities. The class is conducted in Spanish. Checking cell phones or text messaging during class will result in a lowering of the class grade.  
  
Attendance: The student is allowed 3 absences during the semester. S/he will lose 20% of the participation grade (2% of the final class grade) for every unexcused absence beyond the three allowed absences. If the student needs to miss more than 2 consecutive days of class, s/he should email the instructor to explain the situation. The student must provide appropriate documentation for any absence for which s/he wishes to be excused. If the student has an absence that should be excused, s/he needs to make sure to speak with the instructor ON THE FIRST DAY BACK TO CLASS and provide a doctor’s excuse or some other written validation at that time (and not at the end of the semester). It is the student’s responsibility to be sure that his/her absence has been excused. The instructor will tell the student how long s/he has to make up the work missed. Excessive tardiness will also result in the lowering of the class grade, as will leaving before the class has ended.   
  
SPECIAL ACCOMMODATIONS: University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures). See http://provost.uark.edu/2010\_Faculty\_Handbook.pdf. It is the responsibility of the student to notify the instructor of these accommodations at the beginning of the semester and any time thereafter when they are to be utilized. If the student is not registered with the Center, we cannot give him/her any accommodations.   
  
ACADEMIC HONESTY: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.  
Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://provost.uark.edu/. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.  
GRADES: Students should keep all returned, graded work until final grades are received. It is not possible to make extra credit assignments as such arrangements are inequitable.  
  
INCLEMENT WEATHER POLICY: The instructor will make every effort to meet his/her class. In the case of severe weather or if busses are not running, absences will be excused. Students should listen to local television and radio stations or call the University weather line (575-7000) to see if the University is closed. They should also check email if possible for any changes in assignments.   
  
CELL PHONES: In order to keep class disruption to a minimum, students should not receive phone calls except in an emergency. In such case, students should leave the room quietly and carry on the conversation in the hall. Text messaging or checking cell phones during class will result in a lowering of the class grade.  
  
TERTULIA: “One hour speaking Spanish with friends to learn more about the language and the Hispanic culture.” This is an opportunity for students to practice their speaking skills with other students and instructors. Spanish students of all levels are invited but only advanced (3000 and 4000 level classes) students will obtain extra credit for attending.  
  
EVENTOS CULTURALES: The cultural events sponsored by the Spanish Department and the Department of Latin American Studies are an excellent opportunity for students to get in contact with Spanish cultural topics as well as to attend famous speakers’ visits. The instructor will let the student know what s/he needs to do to achieve extra credit by attending these events.  
   
CINE CLUB: We will be presenting Spanish speaking movies several times throughout the semester. This is a good opportunity for students to keep practicing the language and obtain extra credit for attending.   
   
SOCIAL MEDIA: The Spanish program will be using Facebook, Twitter, Skype and any other effective social media to stay connected with students and advertise upcoming departmental events. Also, relevant information about the language and its benefits will be advertised. Please check the bulletin boards and/or ask your instructor how to get involved with this part of the program. (Facebook, Twitter and Skype: "Spanish U Arkansas")  
  
WEBSITES: There are lots of useful websites available on the Internet to help the student learn and practice Spanish:   
• Study Spanish (http://www.studyspanish.com) has grammar explanations, practice exercises, quizzes, and pronunciation practice.   
• Conjuguemos (http://conjuguemos.com) Verb conjugation practice (all tenses). This site allows the student to create timed practice sessions by choosing which verb tenses and subject pronouns to include in his/her quiz. The results can be e-mailed to the instructor.  
• Livemocha (www.livemocha.com) is another useful site to get extra practice in the language through audio-visual lessons, audio conversations, and other learning systems.  
  
EXTRA HELP: Although the World Language Literatures, and Cultures (WLLC), in KIMP 425 has a list of names of possible tutors, Spanish tutoring is also offered free of charge at the Enhanced Learning Center (http://elc.uark.edu). However, it is important that the student seeks the help of his/her instructor during the instructor’s office hours. If the student has a class or is otherwise occupied during the posted hours, most instructors will be flexible in trying to accommodate the student’s needs.   
  
EMERGENCY PROCEDURES: Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.   
  
Severe Weather (Tornado Warning):  
• Follow the directions of the instructor or emergency personnel  
• Seek shelter in the basement or 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 lowest 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 (CADD):  
 CALL- 9-1-1  
 AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.  
 DENY- Barricade the door with desk, chairs, bookcases or any 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’s safe.   
 DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.  
   
  
  
  
DATE CLASS CONTENT, READINGS, AND ASSIGNMENTS  
Readings and assignments are DUE on the corresponding date.  
 ASSIGNMENTS  
The following assignments should be turned in on the corresponding date. All should be typed.  
23 de Agos Introducción al curso.   
25 de Agos M. Poder Ada (Blackboard)  
El eclipse, pp. 120-125. Antes de leer: Repaso de verbos, Después de leer: Cuestionario y Estudio de palabras  
30 de Agos Los mexicanoamericanos, pp. 76-88.  
https://www.theguardian.com/us-news/video/2015/jun/30/donald-trump-mexico-comments-nbc-universal-video  
80A y C, 87A   
6 de Sept Los puertorriqueños, pp. 89-93.  
Video: Brincando el charco (clase) 89A, 93B   
  
8 de Sept Los cubanoamericanos, pp. 94-99   
https://drive.google.com/a/umich.edu/file/d/0B5Ndj7npv3wJRnUtc1NKNFNET2c/view 97 – 98 Comprensión: B & C e Interpretación: C   
13 de Sept Historia de hombre que se convirtió en perro  
Lo que sucedió a un deán de Santiago…, pp. 133-140  
 (Blackboard) Antes de leer: Repaso de verbos, Después de leer: Cuestionario y Estudio de palabras  
15 de Sept El pueblo español, pp. 14-19   
 Prueba 1  
16A-B, 19B-C  
20 de Sept El pueblo hispanoamericano, pp. 21-29  
https://www.youtube.com/watch?v=v2vq-SARIfA 24A-C, 28C   
  
22 de Sept https://www.youtube.com/watch?v=tACCCT3RqxA  
Repaso para Examen #1   
27 de Sept Examen #1   
4 de Oct El árbol de oro, pp. 146-154   
Rafael, pp. 155-161 Después de leer: Cuestionario y Estudio de palabras  
6 de Oct El arrepentido, pp. 162-170   
 Después de leer: Cuestionario y Estudio de palabras   
11 de Oct Emma Zunz, pp. 227-235 Después de leer: Cuestionario y Estudio de palabras. Prueba 2  
13 de Oct La familia, pp. 32-53  
https://www.youtube.com/watch?v=oBXTxEfU6p8  
Hand in Composition #1 p. 34 A, p. 40 A & B   
p. 44 A & D, 49 A & B  
20 de Oct El almohadón de plumas, pp. 172-180  
El solitario, pp. 181-190 Después de leer: Cuestionario,   
Estudio de palabras   
25 de Oct Discusión/Repaso   
27 de Oct Exam #2   
1 de Nov Continuidad de los parques, 199-206   
Los gallinazos sin plumas (Blackboard) Después de leer: Cuestionario y Estudio de palabras  
3 de Nov Casa tomada, 207-216 Después de leer: Cuestionario y estudios de palabras  
8 de Nov El hombre y la mujer en el mundo actual, pp. 54-75 58A, 59D, 63B, 64C 71B Prueba 3  
10 de Nov #Niunamenos (Perú)   
15 de Nov El sueño, pp. 259-267  
Hand in Composition #2 Después de leer: Cuestionario y Estudio de palabras  
17 de Nov Tango, pp. 278-285 Después de leer: Cuestionario y Estudio de palabras  
22 de Nov El ahogado más hermoso del mundo, 286-295 Después de leer: Cuestionario y Estudio de palabras ‘  
29 de Nov La teta asustada (película) En clase  
1 de Dec La teta asustada (película) En clase  
6 de Dec Un día de estos (Blackboard)  
8 de Dec Repaso para el Final Prueba 4  
 EXAMEN FINAL

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##### SPAN 31103. Introduction to Literature (Sp, Fa). 3 Hours.

Further development of reading skills and introduction to literary commentary and analysis. Prerequisite: ([SPAN 3003](http://catalog.uark.edu/search/?P=SPAN%203003) and [SPAN 3103](http://catalog.uark.edu/search/?P=SPAN%203103)) or equivalent.

**Syllabus:**

Programa de SPAN 31103 - Introducción a la literatura - Otoño 20XX  
  
Prof.: E-mail:  
Horas de oficina: Oficina:  
  
Libro de texto:  
Virgilio, et. al. Aproximaciones al estudio de la literatura hispánica. 7th ed. McGraw-Hill, 2011.  
Material adicional: diccionario español-inglés, fotocopias y material en blackboard.  
  
Objectives: SPAN 31103 is a first introduction to the genres, flavor, and something of the historical sweep of Spanish-language literature. Close readings of the texts will be emphasized more than biographical and historical context (the latter the focus of SPAN 4103 and 4123). Basic literary terminology and analytical concepts will be introduced and applied. Students will grapple with literal and figurative meanings as we work on comprehension and interpretation, explication and commentary. The goal is to develop skills of critical reading: the ability to establish a coherent point of view and to present, explain, and argue it on the basis of evidence, as well as the ability to express (in Spanish) judgments, feelings and opinions about the texts. Along the way, the course enables students to build substantially on their fluency in the Spanish language, and to broaden their understanding of Hispanic history, culture and society.  
  
Procedures: We will read short selections primarily of prose fiction and poetry, and also some theater, essay and film. In class, we will practice relatively thorough analyses and discussions of the texts. Some class sessions will be devoted to the presentation of basic premises, techniques, and terminology of literary analysis. Depending on class size, we may do a good amount of small group work in class. All students are expected to speak in SPANISH during class.  
  
All students will arrive on time, prepared for class with the required materials (book and assignments). In addition, students will refrain from eating and using cell phones or other electronic devices (except in special cases discussed previously with the instructor). Working or consulting with another student, a tutor or a native speaker on a graded assignment is not permitted unless otherwise noted.  
  
Class Participation: In line with the course objectives, it is crucial that students do the assignments as they appear on the syllabus and come to class prepared to participate actively. Class participation is an essential component of our exercise and will be graded accordingly. Excessive absences (more than 3) will invariably affect the student’s final grade and can cause failure in the course. We might use occasional in-class writing assignments or pop quizzes to help stimulate discussion.  
  
Oral Presentations: During the semester, every student will do one “formal” oral presentation in class on an assigned author from the syllabus, consisting of 5 minutes on the author’s biography and bibliography, and/or on the general literary and historical background. Students should provide classmates with a one-page outline in Spanish of salient points from their report. Also, each student will have a power-point presentation (or some other supplemental aid) based on the assigned author or topic. (Only 3 slides with minimal text.) Reading during the presentation will lower your grade.  
  
Essays: Every student will be required to turn in two short essays based on class readings (2-3 pages). In these essays, students will develop and present their own analysis, interpretation or comparison of one or two of the assigned texts. Students must present their own work on the essays, avoid plagiarism, and cite sources properly (when used). If you want to use bibliographical sources choose articles or chapters from a reputable source, such as, professional journals or published books. If you are using the internet, the website must be approved by me in advance to ensure its accuracy.  
Both essays must be typed and follow the MLA guidelines (see www.mla.org). The essay will be graded mostly for its quality and presentation of the ideas (analysis, interpretation, comparison), and then for grammatical complexity.  
  
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Students need to bring a hard copy to class and upload a virtual copy to Blackboard the same day indicated on the syllabus.  
  
Exams: There will be two hour-exams and a final exam. They will include identifications and definitions, short answer and essay questions. The final exam will cover material from the second half of the semester, but may be partially comprehensive. Students that miss exams need to bring a written and valid excuse from the doctor the following class. This rule will be applied for the rest of the graded assignments. Late excuses will not be accepted.  
  
Homework/Quizzes: No late work or makeups will be given for unexcused absences. We may do a few brief and informal writing assignments inside or outside of class. Homework is to be completed by the assigned date. If you are absent, consult with another student for missed assignments that may have been given out during class. Also, students should review and take notes on the “cuestionario, identificaciones y temas” sections that appear at the end of the readings. These sections do not need to be turned in; however, there will be periodical announced or unannounced quizzes on the readings. Reading and understanding literature in Spanish requires a great deal of patience; and it is important to allow adequate time to complete the assignments.  
  
Tertulia: La Tertulia is an informal Spanish-only conversation club and is held many Friday evenings from 5- 6PM at Qdoba on Dickson Street. You are strongly encouraged to attend la Tertulia at least 3 times this semester.  
Composition of Final Grade  
  
Students need to bring a hard copy to class and upload a virtual copy to Blackboard the same day indicated on the syllabus.  
  
Exams: There will be two hour-exams and a final exam. They will include identifications and definitions, short answer and essay questions. The final exam will cover material from the second half of the semester, but may be partially comprehensive. Students that miss exams need to bring a written and valid excuse from the doctor the following class. This rule will be applied for the rest of the graded assignments. Late excuses will not be accepted.  
  
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Composition of Final Grade  
semester.  
Composition of Final Grade  
Exams (2) 20%  
Essays (2) 20%  
Attendance/Participation 15%  
Homework 5%  
Quizzes 15%  
Oral Presentation 5%  
Final Exam 20%  
  
BONUS OPPORTUNITIES: Each student may complete 5 bonus opportunities total, each of which will count as 20% on a quiz or written homework grade. The activities listed below will serve as bonus opportunities as well as any extracurricular activity related to Spanish announced and approved by the instructor.  
  
TERTULIA: “One hour speaking Spanish with friends to learn more about the language and the Hispanic culture.” This is a tremendous opportunity for students to practice their speaking skills with other students and instructors. To achieve extra credit each student must attend the event, write a paragraph of at least 7 sentences in Spanish about the experience and turn it into his/her instructor the next day back to class.  
  
EVENTOS CULTURALES: The cultural events sponsored by the Spanish Department and the Department of Latin American Studies are an excellent opportunity for students to get in contact with Spanish cultural topics as well as to attend famous speakers’ visits. To achieve extra credit each student must attend the event, write a paragraph of at least 7 sentences in Spanish about the experience and turn it into his/her instructor the next day back to class.  
  
CINE CLUB: We will be presenting Spanish-speaking movies several times throughout the semester. This is a good opportunity for students to keep practicing the language. To achieve extra credit each student must attend the event, write a paragraph of at least 7 sentences in Spanish about the experience and turn it into his/her instructor the next day back to class. Please no movie summaries. Write about your opinion, experience, etc.  
  
SOCIAL MEDIA: The Spanish program will be using Facebook, Twitter, Skype and any other effective social media to stay connected with students and advertise upcoming departmental events. Also, relevant information about the language and its benefits will be advertised. Please check the bulletin boards and/or ask the instructor how to get involved with this part of the program. (Facebook, Twitter and Skype: "Spanish U Arkansas")  
   
SPECIAL ACCOMMODATIONS: Students registered with the Center for Educational Access will be given suitable accommodations as prescribed by that office. It is the responsibility of the student to notify the instructor of these accommodations at the beginning of the semester and any time thereafter when they are to be utilized. If the student is not registered with the Center, we cannot give him/her any accommodations.  
  
ACADEMIC HONESTY: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.  
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INCLEMENT WEATHER POLICY: The instructor will make every effort to meet the class. In the case of severe weather or in the event that busses are not running, absences will be excused. It is the student’s responsibility to call the university weather line (575-7000) or check the main website to see if the university is closed.  
  
EMERGENCY PROCEDURES: Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.  
  
Severe Weather (Tornado Warning):  
• Follow the directions of the instructor or emergency personnel.  
• Seek shelter in the basement or 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 lowest 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 (CADD):  
• CALL- 9-1-1.  
• AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.  
• DENY- Barricade the door with desk, chairs, bookcases or any 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.  
  
CELL PHONES AND SMART WATCHES: Students should not use cell phones and/or smart watches for text messaging, e-mail, etc. during class. Cell phones need to be stored and out of sight. In order to keep class disruption to a minimum, students also should not receive phone calls except in an emergency. In such case, students should leave the room quietly and carry on the conversation in the hall. If a student is found text messaging it will result in the lowering of the class grade.  
   
Course Schedule: Span 31103  
  
   
DATES TOPICS & EXAMINATIONS  
Study the pages indicated before coming to class. ASSIGNMENTS  
Prepare these questions before class.  
8/21 Introducción al curso.   
8/23 Presentación del curso. ¿Qué es la literatura? p. 2-8  
Género literario: la narrativa (conceptos) p. 10-18   
8/25 Narrativa española: Don Juan Manuel:  
“Lo que sucedió a un mozo” (prosa novelística) p. 42- 45 y 24-28 (hasta la ilustración) Cuestionario, Identificaciones y temas p. 45-46  
   
   
8/28 Pardo Bazán: “Las medias rojas” (realismo/España) p. 50-53 (Presentación: Pardo Bazán) Cuestionario, Identificaciones y temas  
p. 53  
8/30 Ana María Matute: “Pecado de omisión” (realismo social /post guerra) p. 79-82 (Presentación: Matute) Cuestionario, Identificaciones y temas  
p. 83  
9/1 Narrativa latinoamericana: Baldomero Lillo: “La Compuerta 12” (realismo social/Latinoamérica) Lectura en Bb Lectura en Bb  
   
   
9/4 Labor Day Holiday   
9/6 Horacio Quiroga: “El almohadón de plumas” Lectura en Bb (Presentación: Quiroga) Lectura en Bb  
9/8 Jorge Luis Borges: “El etnógrafo”: p. 59-60  
(Presentación: Borges) Cuestionario, Identificaciones y temas  
p. 60  
   
   
9/11 Julio Cortázar: “La noche boca arriba” (surrealismo)  
p. 61-67 (Presentación: Cortázar) Cuestionario, Identificaciones y temas  
p. 67-68 Entrega en clase del bosquejo (outline) del ensayo 1: escribir en computadora un párrafo describiendo el tema de su ensayo de narrativa.  
9/13 Juan Rulfo: “No oyes ladrar a los perros” (neo- realismo) p. 68-72 (Presentación: Rulfo) Cuestionario, Identificaciones y temas  
p. 72  
9/15 Gabriel García Márquez: “Un señor muy viejo con unas alas enormes” (realismo-mágico) Lectura en Bb (Presentación: García Márquez) Lectura en Bb  
   
   
9/18 Allende: “La mujer del juez” p. 94-101  
(Presentación: Allende) Cuestionario, Identificaciones y temas p. 101  
9/20 Repaso del Examen #1   
9/22 EXAMEN #1 de narrativa   
   
   
9/25 Género literario: la poesía. Conceptos básicos  
p. 138 – 151   
9/27 Lenguaje literario y práctica p. 152-160 Categorías fundamentales de la poesía p. 160   
   
  
9/29 Poesía Medieval y Renacentista: Conceptos básicos. p. 161-163  
Romance español antiguo “El Enamorado y la muerte” (Anónimo). p. 174-175 Cuestionario p. 175  
ENTREGA en clase y por Bb del ENSAYO 1 sobre narrativa  
   
   
10/2 Garcilaso de la Vega, “Soneto XXIII”. p. 176-177 y 178 (Presentación: Garcilaso de la Vega) Cuestionario p. 178  
10/4 Santa Teresa de Jesús, “Vivo sin vivir en mí”. p. 179- 180 (Presentación: Santa Teresa) Cuestionario p. 180-181  
10/6 San Juan de la Cruz, “Noche oscura”. p. 181-182 y 183 Cuestionario p. 183  
   
   
10/9 Poesía Renacentista y Barroca. Góngora, “Soneto CLXVI” p. 184-185 (Presentación: Góngora) Cuestionario p. 185  
10/11 Quevedo, “Represéntase la brevedad…”. p. 188-189  
(Presentación: Quevedo) Cuestionario p. 190  
10/13 Sor Juana, “A su retrato”. p. 190-191 (Presentación: Sor Juana) Cuestionario p. 191  
   
   
10/16 Fall Break—No classes   
10/18 Poesía de la Ilustración y romántica.  
Bécquer, “Rima XI” p. 198-199 (Presentación: Bécquer) Cuestionario p. 199  
10/20 Poesía Modernista  
Martí “Dos patrias” p. 200-201 y Darío, “El cisne” y “Canción de otoño en primavera.” p. 201 y 206 – 209 Cuestionario p. 201, 207 y 209  
   
   
10/23 Poesía del siglo XX.  
Vallejo, “El momento más grave de la vida” p. 216- 218 (Presentación: Vallejo) Cuestionario p. 218  
10/25 Huidobro, “Arte poética”. p. 219-220 (Presentación: Huidobro) Cuestionario p. 220  
10/27 Guillén, “Sensemaya”. p. 229-230 (Presentación: Guillén) Cuestionario p. 230  
   
   
10/30 Neruda, “Oda al tomate” p. 231-233 (Presentación: Neruda) Cuestionario p. 234  
11/1 Mistral, “Meciendo” p. 215 (Presentación: Mistral) Cuestionario p. 216  
Entrega en clase del bosquejo del ensayo 2: escribir en computadora un párrafo describiendo el tema de su ensayo de poesía o drama.  
11/3 Ernesto Cardenal “Epigramas” p. 240-244  
(Presentación: Cardenal) Cuestionario p. 244  
   
   
   
  
11/6 Repaso del Examen #2   
11/8 EXAMEN #2 Poesía   
11/10 Género literario: El Drama. Conceptos básicos p. 252-265   
   
   
11/13 Dragún, “Historia del hombre que se convirtió en perro” p. 320-326 (Presentación: Dragún) Cuestionario, Identificaciones y temas p. 326-327  
11/15 García Lorca, “La casa de Bernarda Alba” (Primer acto) p. 223-224, 335-347 (Presentación: Lorca) Cuestionario, Identificaciones y temas p. 370-371  
11/17 García Lorca, “La casa de Bernarda Alba” (Segundo acto) p. 348-360  
LAST DAY TO DROP WITH A “W” Cuestionario, Identificaciones y temas p. 370-371  
   
   
11/20 “La casa de Bernarda Alba” (tercer acto) p. 360-370 Cuestionario, Identificaciones y temas  
p. 370-371 ENTREGA en clase y por Bb del ENSAYO 2 sobre poesía  
11/22 Thanksgiving Break   
11/24 Thanksgiving Break   
   
11/27 Género narrativo: El Ensayo. Conceptos básicos  
p.373-381   
11/29 Mariano José de Larra: “Vuelva usted mañana” p. 401-410 (Presentación: Larra) Cuestionario, Identificaciones y temas p. 410-411  
12/1 Perón: “Los obreros y yo” p. 422-425  
(Presentación: Perón) Cuestionario, Identificaciones y temas p. 425-426  
   
12/4 Castellanos: “Y las madres, ¿qué opinan?”. p. 426- 429 (Presentación: Castellanos) Cuestionario, Identificaciones y temas p. 429-430  
12/6 Repaso examen final   
12/8 Dead Day- No Classes   
   
Monday  
12/11 EXAMEN FINAL  
12:45pm-2:45pm Kimpel 312   
NOTE: Your instructor reserves the right to modify the syllabus.

**SPAN 31203. Spanish for Heritage Speakers II (Irregular). 3 Hours.**

Designed for students from a Spanish-speaking background with some formal training in Spanish and/or the ability to read and write in the language. Continue developing language skills, plus introduction to the U.S. Latino literature and culture. Prerequisite: Students who have taken two years of Spanish in High School, [SPAN 21203](http://catalog.uark.edu/search/?P=SPAN%202123) or placement exam.

**Syllabus**

SPAN 31203 - 002 ESPAÑOL PARA BILINGÜES II FALL 20XX  
  
   
Instructor: E-mail: Clase:  
   
Michael Hernandez-Miranda  
mh055@uark.edu  
WCOB 433 | MWF 12:55 - 1:45PM  
   
Oficina:  
Horas de oficina:  
   
Kimpel 516  
MW 3:00 - 4:00PM  
   
  
Spanish Language Supervisor: Ms. Brenda Magnetti, bmagnet@uark.edu  
Textos y materiales para el curso  
• Roca, Ana. Nuevos Mundos. Lectura, cultura y comunicación. Curso de español para bilingües. 3ª edición. John Wiley, 2011  
• Roca, Ana. Nuevos Mundos. Cuaderno para estudiantes bilingües. John Wiley, 2012.  
• Documentos en Blackboard  
• Un diccionario español-español (recomendado)  
  
DESCRIPCIÓN Y OBJETIVOS DEL CURSO: Este es un curso de español diseñado para estudiantes hispanohablantes sobre la lengua, la literatura y la cultura del mundo hispánico. El curso cubre lecciones básicas de la gramática y la ortografía españolas, la experiencia de los hispanos en los EEUU, aspectos de la cultura latinoamericana y española, así como una introducción a la literatura hispana.  
  
Entre los objetivos están:  
• Mejorar el español al nivel necesario para un buen desempeño académico y profesional.  
• Aprender a analizar y a comentar críticamente obras literarias y culturales.  
• Desarrollar la capacidad de expresión y de pensamiento crítico.  
• Desarrollar conciencia histórica del legado hispano y sus aportes a este país.  
  
Este curso también espera contribuir a la formación de los futuros líderes del estado y el país.  
Para los estudiantes de español (majors y minors), este curso sustituye los cursos de español avanzado SPAN 3003 Advanced Spanish, y SPAN 3103 Cultural Readings y también cuenta para la especialidad en estudios latinoamericanos.  
  
PARTICIPACIÓN Y ASISTENCIA: Es necesario preparar bien las lecturas y participar regularmente en las actividades del curso. Se le permite al estudiante faltar 3 veces durante el semestre. Ella/él perderá 20% de la nota de participación por cada ausencia injustificada después de las 3 permitidas. Si el estudiante necesita faltar a más de dos días consecutivos de clases, él/ella deberá contactar al instructor para explicar la situación. El estudiante debe proveer documentación apropiada, para cualquier ausencia que quiera justificar, el día que regrese a clases. Es responsabilidad del estudiante asegurarse que la ausencia ha sido justificada. Las llegadas excesivamente tardías así como el salir temprano de clase sin autorización serán consideradas ausencias injustificadas.  
  
EXÁMENES: Habrá dos exámenes parciales y un examen final. El parcial cubre el material estudiado hasta el día del examen. El examen final puede cubrir todo el material estudiado. Cada examen tiene dos partes. La primera parte cubre la gramática y la ortografía, según lo cubierto en el Cuaderno. La segunda parte cubre los textos de Nuevos Mundos, los libros asignados, y las lecturas complementarias en Blackboard. Estas preguntas evaluarán la comprensión de los textos así como la expresión correcta en español y la capacidad analítica.  
PRUEBAS: Las pruebas se basan en lo estudiado en clase, material del libro, o del cuaderno de tareas. Pueden ser anunciadas o sorpresa. Se espera que el estudiante lea el material asignado para el día ya que ese material puede ser evaluado en una prueba sin necesidad de será anunciada. Si el estudiante falta a una prueba NO la va a poder retomar y recibirá un cero, si tuviera una excusa válida la prueba puede ser excusada.  
  
COMPOSICIONES: Cada estudiante escribirá las siguientes composiciones. Las composiciones deben estar escritas en forma clara, concisa y demostrar un buen uso de la lengua española. El formato que debe utilizarse es MLA, letra de 12 pts. en Times New Roman y a doble espacio.  
  
1) Ensayo autobiográfico (de 4 páginas). Elaborar un ensayo autobiográfico en primera persona. El ensayo puede remontarse a la historia de sus padres o abuelos, contar su experiencia con el castellano y el inglés, su relación con el país de origen suyo o de su familia, la discriminación, las dificultades para ingresar a la universidad, sus metas personales y profesionales en este país. etc.  
   
2) Análisis literario (de 2 páginas). Analizar un ensayo incluido en Blackboard o seleccionar otro autor/a con previa aprobación del instructor. El estudiante analizará la estructura y los temas, antes de escribir el análisis.  
3) Composiciones cortas. Se asignarán cinco composiciones cortas en las que el estudiante usará diferentes registros. Por ejemplo: correo electrónico, carta de presentación, poesía, etc.  
  
Importante: En todas las composiciones es preciso documentar y acreditar apropiadamente el uso de fuentes secundarias y de consulta, indicando el autor, la fuente y la página. Atención a las normas de integridad académica (ver Catálogo de la Universidad). Cualquier violación a este código será reportado a las autoridades de la Universidad y recibirá una pena grave.  
  
PRESENTACIÓN: La instructora especificará el tema de cada estudiante. Para la presentación es preciso demostrar dominio del español a nivel académico y profesional. Se debe poner atención al dominio del vocabulario relacionado al tema. Limitar el cambio de código al inglés en lo posible. Hacer uso de una presentación de PowerPoint y fotocopias con un resumen del tema para cada estudiante. Es importante que se aseguren que éstas no contengan errores gramaticales o de ortografía.  
  
TAREAS: Todos los estudiantes deben completar las tareas asignadas del Cuaderno para la fecha indicada en el programa. El material estudiado del Cuaderno se incluirá en los exámenes. Los Cuadernos serán revisados durante los exámenes o cuando el instructor lo decida. Si compran un Cuaderno usado, es preciso que al comenzar el curso, el Cuaderno no tenga ya las respuestas de otro estudiante.  
  
División de la nota final  
  
Examen Parcial 1 15% Ensayo autobiográfico Análisis literario Composiciones cortas 5%  
5%  
5%  
Examen Parcial 2 15%   
Examen Final 20%   
Pruebas 10% Presentación 5%  
Participación 5% Tareas 10%  
Asistencia 5%   
FECHAS IMPORTANTES: El 18 de noviembre es el último día para dejar la clase y recibir una W. El examen final será el viernes 16 de diciembre de 10:15 AM- 12:15 PM. El examen final será en el mismo salón de clase.  
TERTULIA: Este evento es una oportunidad para que los estudiantes practiquen conversación con otros estudiantes e instructores.  
EVENTOS CULTURALES: Los eventos culturales patrocinados por el Departamento de Español y por el Departamento de Estudios Latinoamericanos son una excelente oportunidad para que los estudiantes se pongan en contacto con temas culturales así como también asistan a eventos con autores famosos. El instructor informará a los estudiantes sobre lo que debe de hacer para recibir puntos de participación.  
  
CINE CLUB: Estaremos presentando películas en español durante el semestre. Es una Buena oportunidad para que los estudiantes sigan practicando el idioma y obtengan puntos de participación.  
  
MEDIOS DE COMUNICACIÓN SOCIAL: El programa de español estará usando Facebook, Twitter, Skype y otros tipos de medios de comunicación social para permanecer en contacto con los estudiantes y publicar los eventos por venir. También se publicará información sobre el idioma y sus beneficios. Por favor revise las pizarras de información o pregunte a los instructores como involucrarse con esta parte del programa. (Facebook, Twitter and Skype: “Spanish U Arkansas”).  
  
   
   
HONESTIDAD ACADÉMICA: Como una de sus misiones, la Universidad de Arkansas provee a los estudiantes la oportunidad de alcanzar sus metas educacionales a través de programas de estudio e investigación en un ambiente que promueve la libertad y responsabilidad académica. Lograr este objetivo solamente es posible cuando prevalece la honestidad y la integridad individual.  
Cada estudiante de la Universidad de Arkansas es responsable de familiarizarse y apegarse a la ‘Academic Integrity Policy’ que se encuentra en http://provost.uark.edu/. Los estudiantes que tengan dudas o preguntas sobre cómo estas políticas aplican a un curso o trabajo/tarea deben contactar al instructor inmediatamente.  
  
AYUDA EXTRA: La Oficina de Idiomas (KIMP 425) tiene una lista de posibles tutores pagados, y el ELC “Enhanced Learning Center” tiene tutorías de español gratis (http://elc.uark.edu). Es importante que el estudiante busque ayuda de su instructor durante las horas de oficina. Si el estudiante tiene clases o está ocupado durante las horas de oficina, la mayoría de los instructores serán flexibles para satisfacer la necesidad del estudiante.  
  
CELULARES: Los estudiantes deberán mantener sus teléfonos celulares en modo silenciado, fuera de la vista, y no utilizarlos durante la clase a menos que se trate de una emergencia. En este caso deben de solicitar permiso para salir y tomar la llamada. Si el estudiante es visto enviando mensajes de texto o usando su celular en clase su nota de participación se verá afectada.  
SERVICIOS ESPECIALES: Los estudiantes matriculados con el “Center for Educational Access” (http://cea.uark.edu / 575-3104) recibirán los servicios que esa oficina prescribe. Es la responsabilidad del estudiante notificar al instructor de estos servicios al principio del semestre y en cualquier momento en que los necesite utilizar. Si el estudiante no está matriculado con este centro no podemos ofrecer ningún servicio.  
POLÍTICA DE INCLEMENCIAS DEL TIEMPO: El instructor se esforzará para facilitar la clase. En caso de clima severo o si el servicio de autobús no esté funcionando las ausencias serán justificadas. Es la responsabilidad del estudiante llamar a la línea de clima de la Universidad o revisar en la página principal para ver si la Universidad está cerrada.  
  
PROCEDIMIENTOS DE EMERGENCIA: Muchos tipos de emergencias pueden ocurrir en el campus, las instrucciones para emergencias específicas como clima severo, tiroteos, o incendio se encuentran en http://emergency.uark.edu/.  
   
  
   
 FECHA TEMA – LEER ANTES DE CLASE TAREAS  
Cuaderno de tareas-Blackboard  
8/22 Introducción – ¿Cuántos hablan español en el mundo? Texto en Blackboard. Recuerden leer los textos asignados antes de clase  
8/24 “En un barrio de Los Ángeles”, p. 9-11  
Cuaderno, pp. 3-12: Diferencias ortográficas / Pronombres / Mayúsculas pp. 1-16.  
8/26 Cuaderno, pp. 21-30 Acentuación – Parte I y puntuación   
 pp. 21-30. / Resumen corto del   
 texto ¿Cuántos hablan español…?   
   
   
8/29 NM1:pp. 3-7 Hispanos en los Estados Unidos Cuaderno, pp. 30-38 Género y préstamos del inglés pp. 30-38.  
8/31 NM1: pp. 14-20 Carlos Fuentes, “La hispanidad norteamericana”   
 Composición corta 1 .  
9/2 NM1: pp. 21-25 Cisneros, “Mi nombre” y “Sándwich de arroz”   
   
   
9/5 NM2: pp. 55-58 “Las raíces de los mexicanoamericanos”   
9/7 Cuaderno, pp. 41- 44 Acentuación – Parte II pp. 41-44.  
9/9 NM2: pp. 58-64 Rosaura Sánchez, “Se arremangó las mangas” Cuaderno pp. 53-56 Préstamos, anglicismos y falsos cognados pp. 44-53.  
   
   
9/12 NM2: pp. 77-79 – José Antonio Burciaga, “Mareo escolar” Repaso del presente indicativo pp. 53-63.  
9/14 “Zoot Suit”. Parte I. Leer segmento de Zoot Suit.  
9/16 “Zoot Suit”. Parte II. Debate sobre la cultura chicana y el español. Leer textos folder “Cultura chicana” (Bb)  
   
   
9/19 Imperfecto indicativo y pretérito indicativo   
9/21 Repaso 1er Examen Parcial Traer el repaso contestado.  
9/23   
 EXAMEN PARCIAL I   
   
9/26 NM3: pp. 97-100 “Los puertorriqueños” y pp. 104-106 “La carta”   
9/28 NM3: pp. 108-114 “Cómo se come una guayaba” y “Ni te lo imagines”   
9/30 NM3: pp. 121-123 Sonia Sotomayor: El sueño americano   
 Entregar el ensayo   
 autobiográfico   
   
   
10/3 NM4: pp. 131-138 “Los cubanos y los cubanoamericanos” Cuaderno, pp. 115-121 Presente subjuntivo pp. 63-69.  
10/5 NM4: pp. 130-141 José Martí, “Mi raza”   
 Composición corta 2 .  
10/7 NM4: pp. 141-144 – Nicolás Guillén, “Balada de los dos abuelos” Cuaderno, pp. 81-84 Participio pasado pp. 81-84.  
   
   
10/10 NM4: pp. 145-150 Reinaldo Arenas, Autobiografía / Gerundio y su uso pp. 91-93.  
10/12 NM5: pp. 179-189 España ayer y hoy / La conquista de América   
10/14 NM5: pp. 189-192 Heredia, “Calés y Payos” / Futuro y condicional pp. 95-100.  
   
   
10/17 Vacaciones de otoño – No hay clases   
10/19 NM5: pp. 199-204 Poemas de Antonio Machado y Federico García Lorca Presente perfecto y pluscuamperfecto indicativo Composición corta 3.  
   
  
10/21 Repaso 2ndo Examen Parcial Traer el repaso completo y dudas.  
   
   
10/24   
 EXAMEN PARCIAL II - Capítulos 1 al 5   
10/26 NM6: pp. 212-224 Derechos humanos: violencia e injusticia   
10/28 Repaso de tiempos perfectos / Futuro perfecto y condicional perfecto pp. 102-115.  
   
   
10/31 NM6: pp. 225-232 Poemas de Dorfman pp. 115-124.  
11/2 NM6: pp. 230-232 Ángel Cuadra Landrove, “Esa tristeza que nos inunda” pp. 125-127.  
11/4 NM6: pp. 238-247 Partnoy, “La escuelita de bahía blanca”   
 Composición corta 4 .  
   
   
11/7 NM6: pp. 251-252 - Valenzuela, “Los mejor calzados” pp. 131-134.  
11/9 Cuaderno, pp. 134-135 Presente subjuntivo / Imperfecto subjuntivo pp. 134-139.  
11/11 NM6: pp. 258-262 Moreno, “La ruta de la muerte: el peligroso viaje…   
   
   
11/14 Video de Derechos Humanos   
 Análisis literario   
11/16 NM7: pp. 281-282 La mujer y la sociedad en el mundo hispano   
11/18 NM7: pp. pág. 291-293 Olivares, “Nosotras” / Texto en Blackboard  
Último día para dejar la clase con una “W”.   
   
   
11/21 Cuaderno, pp. 139-140 Presente perfecto y pluscuamperfecto subjuntivo pp. 139-140.  
11/23 Vacaciones de acción de gracias – No hay clases   
11/25 Vacaciones de acción de gracias – No hay clases   
   
   
11/28 NM7: pp. 293-300 Poemas de Sor Juana y Alfonsina Storni   
11/30 Repaso de los tiempos perfectos / Secuencia de tiempos   
 Composición corta 5 .  
12/2 NM8: pp. 347-354 Allende, “Dos palabras”   
   
   
12/5 Último día de clases. Evaluación del curso.   
12/7 Repaso para el examen final Traer repaso completo y dudas.  
12/9 Dead Day   
   
   
Viernes 12/16 EXAMEN FINAL  
10:15 a 12:15 PM – WCOB 433.   
NOTA: El instructor puede modificar el programa de ser necesario.

**SPAN 38803. Translation and Interpretation I: Spa/Eng - Eng/Spa (Irregular). 3 Hours.**

Designed for learners who want to improve their proficiency in both Spanish and English while introducing translation and interpretation theory with hands-on practice.Prerequisite:[SPAN 30003](http://catalog.uark.edu/search/?P=SPAN%203003) and [SPAN 31003](http://catalog.uark.edu/search/?P=SPAN%203103), or instructor consent.

**Syllabus:**

UNIVERSITY OF ARKANSAS  
Department of World Languages  
  
   
  
Prerequisites: Students who have taken SPAN30003 and SPAN31003, or Instructor's permission.  
  
I. REQUIRED MATERIALS  
  
Textbook: “Manual of Spanish-English Translation”. Washbourne, Kelly. Prentice Hall, 2010. 1st edition.  
  
Supplements: An English-Spanish dictionary is highly recommended. Several publishing companies have reliable dictionaries. On-line dictionaries can be very resourceful as well. A very practical one is wordreference.com  
  
II. COURSE DESCRIPTION AND OBJECTIVES  
  
Designed for learners who want to improve their proficiency in both Spanish and English while introducing translation and interpretation theory with some hands-on practice with technology tools (computer-assisted translation, subtitling, etc). Coursework incorporates activities from several fields of specialization (medical, business, economy, legal, general, etc) to develop translation and interpretation skills in Spa/Eng. During the completion of this course, learners should be able to:  
• Improve their vocabulary competency in both languages, and show evidence of ongoing,  
self-directed development of specialized language (register, style, etc) needed in thematic fields  
• Use appropriate technical vocabulary to discuss translation and interpretation  
• Understand and carry out the main stages of the translation and interpretation processes  
• Read and discuss about a variety of topics of interest, some pertaining the Hispanic world  
• Produce work that reflects a growing intercultural awareness  
• Assimilate and follow the ethical code formulated by the American Translators Association (ATA.org) in all translation and interpretation work  
• Develop and display advanced reading skills in source language texts (connotations, intertextuality, culturally defined semiotic systems, etc)  
• Show awareness of the personal and cultural constraints through which any person filters cultural discourses (texts, media content, etc)  
• Produce written texts in the target language that show progress towards the development of grammatical, sociolinguistic, and discursive competence (“communicative competence”), and use a writing process that includes pre-writing activities, peer reviews, and multiple drafts  
• Develop technology and computer software competence in an effective, responsible and ethical manner  
• Use web resources effectively to help, assist, create professional work and build relations in the field of translation and interpretation  
• Continue using language skills applied to the field of T&I, and cultural knowledge to build and disseminate social justice, knowledge, and the cultural diversity of the world, and to facilitate  
   
access to information to LEP (Limited English Proficiency) community members  
• Learn and develop new team-working and cooperative project-managing skills to complete assignments with a high regard for accuracy, quality and respect for deadlines  
  
IMPORTANT DATES  
  
TBA  
  
III. ASSESSMENT AND GRADING SCALE  
  
Grade Summary Grading Scale  
Daily Class Work: Attendance, Participation, Effort, etc   
15% A  
Homework 10% B  
Quizzes: 3 15% C  
Discussion Board: Newspaper Articles 15% D  
Mini-Projects 20% F  
Final Project 25%   
Total 100%   
  
  
GRADES: Students should keep all returned, graded work until final grades are received. Please note that grades may not be discussed over email. Please refer to Blackboard and/or make an appointment with your instructor to view the grade in person.  
  
  
IV. ADDITIONAL INFORMATION  
  
SPECIAL ACCOMMODATIONS: Students registered with the Center for Educational Access will be given suitable accommodations as prescribed by that office. It is the responsibility of the student to notify the instructor of these accommodations at the beginning of the semester and any time thereafter when they are to be utilized. If the student is not registered with the Center, we cannot give him/her any accommodations.  
  
EXTRA HELP: Although the Foreign Language Office (KIMP 425) has a list of names of possible tutors, Spanish tutoring is also offered free of charge at the Enhanced Learning Center (http://elc.uark.edu). However, it is important that the student seeks the help of his/her instructor during the instructor’s office hours. If the student has a class or is otherwise occupied during the posted hours, most instructors will be flexible in trying to accommodate the student’s needs.  
  
ACADEMIC HONESTY: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.  
   
Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://provost.uark.edu/. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.  
  
INCLEMENT WEATHER POLICY: The instructor will make every effort to meet the class. In the case of severe weather or in the event that busses are not running, absences will be excused. It is the student’s responsibility to call the university weather line (575- 7000) or check the main website to see if the university is closed.  
  
EMERGENCY PROCEDURES: Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.  
  
Severe Weather (Tornado Warning):  
• Follow the directions of the instructor or emergency personnel.  
• Seek shelter in the basement or 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 lowest 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 (CADD):  
• CALL- 9-1-1.  
• AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.  
• DENY- Barricade the door with desk, chairs, bookcases or any 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.  
CELL PHONES: Students should not use cell phones for text messaging, e-mail, etc. during class. Cell phones need to be stored and out of sight. In order to keep class disruption to a minimum, students also should not receive phone calls except in an emergency. In such case, students should leave the room quietly and carry on the conversation in the hall. If the student is found text messaging it will result in the lowering of the class grade.  
  
V. DAILY PLAN  
Please note: This schedule may be changed by the instructor to meet the needs of the class (rhythm, guest speakers, etc). This means that it may be altered, changed or modified at any moment according to the development and progress of the class. Therefore, it will always be the student’s responsibility to know the changes that have been made. Being absent will never be an excuse to come unprepared to class (contact your Instructor or a classmate to receive these updates).  
  
Bb: Blackboard T: Textbook (

**SPAN 40003. Advanced Grammar (Fa). 3 Hours.**

For majors and advanced students covering the problematic areas of Spanish syntax and usage. Prerequisite: [SPAN 30003](http://catalog.uark.edu/search/?P=SPAN%203003) and [SPAN 31003](http://catalog.uark.edu/search/?P=SPAN%203103).

Syllabus

SPAN 40003-002 ADVANCED GRAMMAR SPRING 2015  
Dr. Tracy Bishop  
E-mail: tvbishop@uark.edu Phone: 575-8456 Office: KIMP 603  
Office hours: 12:30-2:00, TR, and by appointment  
  
Course description:  
Spanish 4003 is a specialized and intensive upper-level course in Spanish grammar and composition. This course is designed for students who have had a least six semesters of Spanish. Our activities will complement work done in other courses in conversation, culture, and literature.  
This course enables students to review, extend, and refine their command of the essential grammatical and lexical structures of Spanish, and thus increase their fluency. Upon successfully completing this course, students will 1) achieve near-mastery of major grammatical structures of Spanish, with particular attention to areas where differences between English and Spanish grammar cause difficulties for learners, 2) improve proficiency in applying them to communicative contexts that make use of various skills (i.e. speaking, listening, and reading in addition to writing), and also 3) acquire the terminology and theoretical knowledge in order to use them in future teaching activities.  
  
Required material:  
Dominicis, María C. & Reynolds, John J. Repase y escriba. 7th ed. NY: Wiley, 2014.  
  
Optional material:  
Keenan, Joseph J. Breaking Out of Beginner’s Spanish. U Texas P, 1994.  
Allen, Thomas G. & Nicholas, Robert L. Workbook to accompany Repase y escriba. 7th ed. Textbook website.  
  
Course format  
The class will be conducted entirely in Spanish. The key grammar concepts will be introduced and explained in a contextualized manner in class. However, most of the class time will be spent providing students with meaningful opportunities to practice the grammatical or lexical structures previously presented. The calendar below gives the general parameters of the material to be covered.  
  
1. Homework: there will be a homework assignment almost every week, normally, a selection of exercises from the book, workbook or another source. These exercises need to be written out carefully for the student to gain maximum benefit. It is essential that students use the daily assignments as self-  
tests to monitor their progress continuously, and seek extra help if they are having problems. In addition, homework assignments will be turned in at the beginning of class.  
  
2. Compositions: we will write three formal compositions of 1.5 pages, typed and double spaced, during the semester, for further practice and application of the grammar points under study. Compositions will be evaluated primarily on the degree of grammatical accuracy achieved combined with the level of difficulty attempted; and secondarily on the organization of the ideas presented. We will do the required corrections -guidelines and nomenclature will be provided- and rewrites of each  
composition. Needless to say, students must do their own individual work exclusively on compositions and all other graded material turned in for the course. In this area, as in all others, instances of academic dishonesty, cheating, or plagiarizing (presenting the product of another person’s mind as your own) will be handled in accordance with the guidelines established in the University of Arkansas Undergraduate Studies Catalogue and in the Student Handbook.  
   
  
3. Exams: there will be three exams based on the kinds of exercises we do in class, in addition to a final exam which will contain the main topics covered during the semester. The final exam will be given on Tuesday, May 5th (10:15 p.m. to 12:15 p.m.).  
  
4. Quizzes: we will do announced quizzes during the semester to monitor the students’ grasp  
of the material under study. In addition, some unannounced quizzes will be given as a part of the “participation grade.”  
  
Students’ responsibilities  
  
1. Attendance: students are expected to attend all the classes on time and be present for the entire class period. The Class Participation grade will be based on regular and punctual attendance, conscientious preparation of the daily homework assignments, and constructive participation in class. Students are permitted (3) unexcused absences throughout the semester; excused absences are only granted if the student can prove, in writing, that he/she missed class because of a medical emergency, jury duty, a death in the family, or some other extenuating circumstance.  
  
2. Absolutely no make-ups of exams or quizzes except in the case of extreme or unavoidable emergencies. Make-ups will only be provided upon the presentation of written documentation.  
  
3. Late work is not accepted. If you are absent when an assignment is due, you will have to make alternative arrangements to get it to your instructor on time.  
  
4. Students who are registered with the Center for Educational Access will be given suitable accommodations prescribed by that office. It is the responsibility of the student to notify the instructor of these accommodations privately at the beginning of the semester and at any time thereafter when they are to be utilized. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit http://cea.uark.edu for more information on registration procedures).  
  
5. Tips for success: SPAN 4003 is fast-paced course — it is crucial not to get behind. Keep in mind that language learning involves building upon skills (very similar to mathematics). If you didn’t understand something well during week 1, it will complicate things during week 5. Finally, if you’re serious about becoming a proficient user of Spanish, you must make an effort to interact in Spanish outside of class (see me for specific ways of making this happen).  
  
   
Evaluation  
10% = Attendance and Class Participation 15% = Homework & Quizzes  
15% = Compositions  
45% = 3 Exams 15% = Final exam  
   
  
A 100-90  
B 89-80  
C 79-70  
D 69-60  
F 59-0  
   
  
TERTULIA: “One hour speaking Spanish with friends to learn more about the language and the Hispanic culture.” This is an opportunity for students to practice their speaking skills with other students and instructors  
  
EVENTOS CULTURALES: The cultural events sponsored by the Spanish Department and the Department of Latin American Studies are an excellent opportunity for students to get in contact with Spanish cultural topics as well as to attend famous speakers’ visits.  
  
  
CINE CLUB: We will be presenting Spanish speaking movies several times throughout the semester. This is a good opportunity for students to keep practicing the language.  
  
SOCIAL MEDIA: The Spanish program will be using Facebook, Twitter, Skype and any other effective social media to stay connected with students and advertise upcoming departmental events. Also, relevant information about the language and its benefits will be advertised. Please check the bulletin boards and/or ask your instructor how to get involved with this part of the program. (Facebook, Twitter and Skype: "Spanish U Arkansas")  
  
ACADEMIC HONESTY: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.  
Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://provost.uark.edu/. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.  
  
EXTRA HELP: Although the Foreign Language Office (KIMP 425 / 575-2951) has a list of names of possible tutors, Spanish tutoring is also offered free of charge at the Enhanced Learning Center (http://elc.uark.edu / 575- 2885). However, it is important that the student seek the help of his/her instructor during the instructor’s office hours. If the student has a class or is otherwise occupied during the posted hours, most instructors will be flexible in trying to accommodate the student’s needs.  
  
CELL PHONES: Students should not use cell phones for text messaging, e-mail, etc. during class. Cell phones need to be stored and out of sight. In order to keep class disruption to a minimum, students also should not receive phone calls except in an emergency. In such case, students should leave the room quietly and carry on the conversation in the hall. If the student is found text messaging it will result in the lowering of the class grade.  
  
INCLEMENT WEATHER POLICY: The instructor will make every effort to meet the class. In the case of severe weather or in the event that busses are not running, absences will be excused. It is the student’s response- bility to call the university weather line (575-7000) or check the main website to see if the university is closed.  
  
EMERGENCY PROCEDURES: Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.  
  
Severe Weather (Tornado Warning):  
• Follow the directions of the instructor or emergency personnel  
• Seek shelter in the basement or 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 lowest 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 (CADD):  
CALL- 9-1-1  
 AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.  
 DENY- Barricade the door with desk, chairs, bookcases or any 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.  
  
  
FECHA TEMA  
1/13 Introducción al curso  
1/15 Breve panorámica de los tiempos verbales: 399-412  
   
1/20 Pretérito / Imperfecto: 7-18  
• TAREA #1  
1/22 Ser y Estar: 32-39  
• TEMAS Y CRITERIOS PARA LA COMPOSICIÓN # 1  
   
1/27 Ser y Estar: 40-42  
• TAREA #2  
1/29 Ser y Estar: 43-45  
   
2/3 Palabras de enlace: 78-82 (Opcional→Acentos: 49-52)  
• TAREA #3  
2/5 Los Pronombres Personales de Objeto: 66-68  
• ENTREGA DE LA COMPOSICIÓN #1 Revisión  
   
2/10 EXAMEN #1  
2/12 Expresiones con las partes del cuerpo: 387-390 Verbos como “gustar:” 59-65  
   
2/17 Verbos como “gustar:” práctica  
• TAREA #4  
Hacer en expresiones de tiempo: 71-72  
2/19 El Subjuntivo en Cláusulas Nominales y Secuencia Temporal: 90-100  
   
2/24 El Subjuntivo en Cláusulas Nominales, Subjuntivo / Indicativo: 101-108  
• TAREA #5  
2/26 Soler / Acabar de / Por poco: apunte de Blackboard  
El Subjuntivo en Cláusulas Nominales, Subjuntivo / Indicativo: 123-126  
   
3/3 El Subjuntivo en Cláusulas Adjetivales: 126-133  
• TAREA #6  
3/5 El Subjuntivo en Cláusulas Adverbiales: 148-155  
   
3/10 Las Cláusulas Condicionales: 155-158  
• TAREA #7  
3/12 Los Artículos Determinados e Indeterminados: 175-184 Revisión  
   
3/17 EXAMEN #2  
3/19 Las Preposiciones: 184-193; 207-217; 247-249  
• TEMAS Y CRITERIOS PARA LA COMPOSICIÓN # 2  
   
3/24 SPRING BREAK  
3/26 SPRING BREAK  
   
3/31 Por / Para: 241-247  
• TAREA #8  
4/2 Equivalentes españoles de to become: 160-163  
• ENTREGA DE LA COMPOSICIÓN #2 Los Refranes: apunte de Blackboard  
   
4/7 La Expresión de la Conjetura y la Probabilidad en Español: 288-296  
• TAREA #9  
4/9 La Expresión de la Conjetura y la Probabilidad en Español: práctica Revisión  
   
4/14 EXAMEN #3  
4/16 Saber / Poder / Conocer / Reconocer: 21-24 Los Pronombres Relativos: 375-381  
LAST DAY TO DROP WITH A “W”  
   
4/21 Los Pronombres Relativos: 381-387  
• TAREA #10  
4/23 Los Usos del “Se:” 319-330  
   
4/28 Revisión  
4/30 Revisión  
5/1 Dead Day  
   
Tuesday 5/5 EXAMEN FINAL: 10:15 p.m. a 12:15 p.m.  
  
\*Disclaimer- The Instructor reserves the right to make changes in the Course Policies and/or Course Schedule as he deems necessary throughout the semester.

**SPAN 41003. Monuments of Spanish Literature I (Irregular). 3 Hours.**

Monuments of the major works of Spanish literature from El Cid through the 17th century. Prerequisite: [SPAN 31103](http://catalog.uark.edu/search/?P=SPAN%203113).

**SPAN 41103. Monuments of Spanish Literature II (Irregular). 3 Hours.**

Monuments of Spanish literature from the 18th century to the present. Prerequisite: [SPAN 31103](http://catalog.uark.edu/search/?P=SPAN%203113).

**Syllabus:**

Dra. Rachel ten Haaf (rtenhaaf@uark.edu)  
Oficina: Kimpel Hall 521, TH: 12:15-2 or by apt  
Clase: T/TH: 11:00-12:15 (Business Bldg 0239)  
  
Spanish 41103: Monuments of Spanish Literature II  
  
El objetivo principal de este curso es desarrollar un entendimiento más avanzado del español junto con una investigación histórica/social de la España contemporánea en sus textos más importantes. Cuestionaremos qué es la España moderna y cómo se representa en sus textos más importantes. Empezando a inicios del siglo XX, abordaremos los períodos de la pre y pos-guerra, deteniéndonos a analizar cómo la España que conocemos hoy en día fue construida. De igual manera, discutiremos acerca de los elementos que quedaron fuera del proyecto de construcción nacional, sobre todo las regiones periféricas y los géneros y sexualidades alternativas. Aunque la clase se enfoca principalmente en el análisis de textos literarios, también exploraremos películas relevantes, tanto como una serie de fotografía con el propósito de presentar los modos culturales “modernos”.   
  
La participación diaria y la presentación oral de una de las obras trabajadas en clase, la cual se asignará la primera semana de clase, son dos actividades relevantes para este curso. Además de los comentarios y aportes diarios durante la clase, la participación también se calificará por medio de “pruebas sorpresa” (pop quizzes) al principio de las sesiones. Los estudiantes deberán presentar 2 trabajos escritos cortos sobre alguna obra trabajada en clase y 1 trabajo escrito en torno a la visita de una experta sobre la cultura española. Al final, tendremos un ensayo escrito más largo qué se presentará en dos partes (un borrador y una versión final). Las notas se repartirán del siguiente modo:  
  
Participación diaria—incluye pruebas pequeñas (30%)   
Presentación oral (20%)  
3 trabajos escritos pequeños (de 1-2 páginas, tipo reacción) (30%)   
Trabajo final de 5 páginas, hay 2 opciones (20%)  
  
Los materiales del curso, a excepción de las novelas y las películas que se presentarán en clase, estarán disponibles en Blackboard.   
  
**SPAN 41203. Spanish for Heritage Speakers III (Irregular). 3 Hours.**

Continued development and expansion of Spanish writing skills. Special emphasis given to active grammar, textual production, and critical thinking for writing in academic and professional settings. Students' work involves research, reading, composing, delivering presentations, writing and proofreading different types of essays. Prerequisite: Students who have taken three or more years of Spanish in high school, AP Spanish, [SPAN 31203](http://catalog.uark.edu/search/?P=SPAN%203123) or placement exam.

**Syllabus:**

COURSE: SPAN 41203 SPANISH FOR HERITAGE SPEAKERS III  
COURSE DESCRIPTION: Course designed to continue developing and expanding writing skills in Spanish for heritage and native Speakers. Special emphasis is given to active grammar, textual production, and critical thinking for writing in academic and professional settings. Students’ work involves research, reading, composing, writing and proof reading different types of essays. Students will compose and deliver academic and professional presentations on topics related to their majors or areas of professional interest.  
COURSE OBJECTIVES: To develop advanced reading and writing skills, build competence for academic and professional use of the target language.   
COURSE PREREQUISITES AND PLACEMENT INFORMATION: upper level course for native or heritage Spanish speakers who have taken three or more years of Spanish in high school, AP Spanish, SPAN 3123 or placement exam.  
TEXTBOOK: Bleichmar and Cañon, Taller de escritores. Grammar and Composition for Advanced Spanish. Vista Higher Learning, 2012.   
Supplemental reading: One or two Latin American or Latino novels. i.e. Gabriel Garcìa Marquez, Cien años de soledad.   
  
JUSTIFICATION:   
  
This proposal is to refine course offerings and prepare Spanish instructors to better serve Spanish Heritage speakers (SNS). Heritage speakers who are individuals who became proficient in the language by growing up in Spanish speaking households here in the U.S., but may not have had formal schooling in Spanish. Thus they may have the Basic Interpersonal Communicative Skills (BICS) but not the Cognitive/Academic Language Proficiency (CALP). Regular Spanish courses do not serve well these students who have specific language instruction in grammar, spelling, reading comprehension and cultural competence. We instituted one Spanish for Heritage Speakers course in 2008 at the 3000 level (SPAN 3123). With full enrollment every semester, the course has been very successful. However, there are a significant number of students that need a more basic course. Thus we are proposing to develop one course at the 2000 level strengthening the basic language structures and developing reading and writing skills and a second course at the 4000 level seeking to develop advanced reading and writing skills and literary and cultural content.   
  
STATEMENT OF NEED  
According to fall 2013 enrollment figures, there are currently 1,507 Hispanic students at the University of Arkansas. Many of these students are Spanish heritage speakers and are increasingly considering majoring or minoring in Spanish. There are many benefits to these students academically and professionally, as Spanish becomes the second language of the United States, useful in all professions. The number of Spanish speaking students is expected to increase significantly in the next decade. School districts like Rogers and Springdale are 40% Hispanic and the combined area schools are graduating nearly 1,000 Hispanic high school students every year. According to Arkansas Department of Education Minority Language Children report for the 2012-13 school year, there are 29,772 students in Arkansas in Spanish speaking households. We expect that the Spanish program will play an important role in the education of these students, helping them to develop fully their bilingual and bicultural potential.   
  
  
COURSE EVALUATION  
Participation 15%  
Essays (6) 60%  
Presentation 10%  
Final exam 15%  
COURSE OUTLINE   
(2 weeks per unit, plus oral presentations and literary analysis)   
1. First Unit. La Descripción - Description  
2. Second Unit. La narración- Narrative. Latin American- Latino novel.   
3. Third Unit. El ensayo narrativo. The narrative essay  
4. Fourth Unit. La exposición. Presentations   
5. Fifth Unit. La argumentación. Point of view essays.  
6. Sixth Unt. El ensayo académico. Academic Essay.

**SPAN 4133. Survey of Spanish-American Literature I (Irregular). 3 Hours.**

Survey of Spanish-American literature from the Colonial period to mid-19th Century, including pre-Hispanic Indigenous Literatures. Prerequisite: [SPAN 3113](http://catalog.uark.edu/search/?P=SPAN%203113).

Syllabus:

SPAN 41303: SURVEY OF SPANISH AMERICAN LITERATURE  
Spring   
Tu, Th 8:00 -9:20 am  
  
Prof. Luis Fernando Restrepo 604 Kimpel Hall  
575 7580 / lrestr@comp.uark.edu  
Office Hours: Mon 1lam-12noon. Tu!fh 1lam-12noon  
  
TEXTS AND MATERIALS  
  
1. Voces de Hispanoamerica. 2a. ed. Raquel Chang-Rodriguez y Malva Filer. Heine & Heine, 1996  
2. Marla de Jorge Isaacs (any edition).  
3. Small notebook to be used as a journal.  
  
OBJECTIVES AND COURSE WORK  
  
Spanish 41303 is designed to introduce the students to some of the representative texts, authors, and cultural movements in Latin American literary history, from the colonial period to the present. The course will allow students to enhance their knowledge of the Spanish language and Latin American history and culture.  
This course will be conducted as a seminar, where class discussions and student presentations wtlf predominate. There will be occasional informal lectures to complement and contextualize the readings. The students' main responsibility, however, is to read thoroughly and carefully the assigned texts (approx. 10-15 pp. per class).  
PARTICIPATION. Your participation grade will depend on your contribution to the class discussions (questions, comments, concerns). Quality participation and a good record of attendance is required for a high participation grade (A). More than three unexcused absences could lower your participation grade.  
PRESENTATIONS. Each student will give a I5-20 minute individual presentation on one to the assigned texts or a related topic. The topic and the date of the presentation must be approved by the instructor. No presentation will be rescheduled without a valid excuse. Evidence of knowledge ofthe topic, a critical approach to it, and the ability to reach the class are necessary for a successful presentation. After the presentation please schedule a short meeting with the instructor to discuss your performance.  
EXAMS. There will be two exams during the semester, a midterm and a final. Both combine general knowledge (identifications: who, when, what, where), short answers, and essay questions (These may combine more than one reading).  
SHORT PAPERS. The students will write two short papers (4-5 pages). One must be on any  
   
aspect of Maria. The other one may be on any text or issue covered in class. You are encouraged to discuss your project with the instructor. In the essays, poor organization and Spanish structures may lower your essay grade (200/o). Good papers should consider as much as possible the following items:  
A. Historical/cultural context  
B. Text analysis: form & content  
C. Support your arguments with examples, quotes, secondary sources.  
You should indicate your sources, give page references, and make clear which are your ideas and which are someone else's.  
JOURNAL. Students will be asked to keep a journal through the semester, expressing their thoughts on the texts and issues discussed. There should be at least two entries per week. Journals will be collected periodically. Keep in mind that journals are an excellent tool for developing your language and critical thinking skills.  
EXTRA CREDIT. You may earn up to 4 points (4%) of extra credit by reviewing films, books, lectures on Latin American culture and history. The instructor must approve topics and activities for extra-credit.  
NOTE TO GRADUATE STUDENTS: You will be required to do all the work assigned to undergraduate students plus: I) Assist/mentor undergraduates when possible, 2) papers should be 7-9 pages, 3) give one additional presentation.  
  
GRADE DISTRIBUTION  
  
PARTICIPATION ............................................................20%  
PRESENTATION ............................................................10%  
EXAMS (20% ea) .............................................................40%  
PAPERS (10% ea) ............................................................20%  
JOURNAL .............................................................10%  
EXTRA CREDIT .............................................................. 4%  
   
SPAN 41303 SURVEY OF SPANISH AMERICAN LITERATURE PROGRAMA DEL CURSO  
   
SPRING   
   
Enero  
Martes 13  
Jueves 15  
  
Martes 20  
Jueves 22  
  
Martes 27  
Jueves 29  
  
Febrero  
Martes 3  
Jueves 5  
  
Martes 10  
Jueves 12  
  
Martes 17  
Jueves 19  
  
Martes 24  
Jueves 26  
  
Marzo  
Martes 3  
Jueves 5  
  
Martes 10  
Jueves 12  
  
Martes24 Jueves 26  
  
Martes 31  
  
Abril  
Jueves 2  
   
  
Introducci6n al curso. Voces indigenas de ayer y hoy en las Americas. Voces amerindias 13-21.  
  
El popol Vuh.  
ENCUENTROS COLONIALES: Colon, 23-27.  
  
Bartolome de las Casas, 28-37  
El Inca Garcilaso de la Vega, 68-76  
  
  
Sor Juana Ines de la Cruz, 83-94. Musica del periodo colonial.  
  
La Ultima Cena. Dir. Tomas Gutierrez Alea.  
La U/tima Cena. Dir. Tomas Gutierrez Alea.  
  
SIGLO XIX. Jose Joaquin Fernandez de Lizardi, 95-105. Andres Bello, 106- 113.  
  
Gertrudis Gomez de Avellaneda y el romanticismo. 173-178.  
Maria. Capitulos 1-XVIl.  
  
Maria Capitulos XVIII-XLVII  
Maria Capitulos XLVIII-LXV  
  
Maria discusi6n final sobre el libro. ENTREGA DEL PRIMER ENSAYO Modernismo: Ruben Dario, 265-280.  
  
Manuel Gutierrez Najera, 244-257. Siglo XX: Horacio Quiroga, 320-326.  
  
Repaso para el examen parcial.  
  
  
EXAMEN PARCIAL.  
   
Martes 7 Gabriela Mistral, 346-354. Jueves 9 Huidobro y la poesia concreta.  
  
Martes 14 Jose Carlos Mariategui, 375-382  
Jueves 16 Rulfo, 435-441.  
  
Martes 21 Carballido, 483-496.  
Jueves 23 Luisa Valenzuela, 523-537.  
ENTREGA DEL SEGUNDO TRABAJO  
  
Martes 28 Arte latinoamericano. Jueves 30 Repaso para el examen final.  
  
6 de Mayo EXAMEN FINAL 12:30-2:30pm

**SPAN 41903. Survey of Spanish-American Literature II (Irregular). 3 Hours.**

Survey of Spanish-American literature from Modernism to the present, including U.S. Latino literature. Prerequisite: [SPAN 31103](http://catalog.uark.edu/search/?P=SPAN%203113).

**SPAN 42103. Spanish Civilization (Irregular). 3 Hours.**

A wide-ranging exploration of Spanish history and culture from the Middle Ages to the present. Prerequisite: [SPAN 31103](http://catalog.uark.edu/search/?P=SPAN%203113).

**SPAN 42203. Latin American Civilization (Irregular). 3 Hours.**

Latin American civilization. Prerequisite: [SPAN 31103](http://catalog.uark.edu/search/?P=SPAN%203113).

**Syllabus:**

Latin American Civilization  
SPAN 42203  
  
Professor: Dr. Erika Almenara  
Email: almenara@uark.edu   
Office: Kimpel Hall 618  
  
Regular communication will be through email. Weekdays emails will be answered within 24 hours, weekend emails will be answered within 48 hours. In case you need office hours, you might set a Skype interview with the Professor, with no less than one week of anticipation. (Skype Contact: Erika Almenara - ealmenara)  
  
Important note  
• Please take your time to read this syllabus before you take this class and make sure you understand every single activity, assignment, and requirement.  
• Please, keep in mind that the midterm and the final exams will be proctored. In order to proceed you will have to register them 72 hours before with BB, following the instruction provided to you in the START HERE section.  
  
Materials  
• Priscila Gac-Artigas, Hoja de ruta, cultura y civilización de Latinoamérica, Academic Press ENE, 2012  
• Materials assigned by the professor   
  
Course Description  
• Latin American Culture and Civilization (SPAN 42203) is a general overview focused on the history, culture, and intellectual traditions and institutions of Latin America (including the Caribbean area). Given the complexity and amount of information related to such a course, we will concentrate in some particular moments that seem to express the specificities of Latin American civilization: Discovery and Conquest, the Colonial period, the Borbonic reforms, the Independence revolutions, the consolidation of the new nation-states, the processes of pacification, urbanization, and modernization; the Mexican and Cuban revolutions, and the last dictatorships and civil wars in the Southern Cone and Central America, by the end of the 20th century. The course will conclude with a short unity on globalization and neoliberalism as they define the current socio-economic situation of Latin America in the 21st century.  
  
General Objectives of the Course  
• To acquire a general yet complex understanding of Latin American history, from the Conquest to the current process of globalization  
• To identify the main processes shaping the current situation of Latin America  
• To discriminate between different cultural, linguistic, ethnic and socio-political elements at work in the history and current realities of Latin America  
• To understand the historical and current political and social movements in Latin America and their fights, goals, and failures  
• To reinforce cultural aspects related to language acquisition (Spanish), in order to obtain a better understanding of the historical production of social discourses  
• To facilitate students with the necessary tools to situate themselves in the current reality of Latin America, which in turn will enhance the processes of language and cultural immersion  
  
General Procedures of the Course  
• During this semester your will read and work mainly but not only with the textbook chosen for the class; frequently the instructor will post complementary material on Blackboard and you are responsible for reading that material on time.  
• In line with the course objectives, it is crucial that you do the readings, writing assignments, quizzes, etc., as they appear on the syllabus.  
• We encourage you to set aside a significant amount of time for reading and studying Latin American social and cultural history. Remember that historical processes are complex in nature and require time and perseverance to be understood.  
• Be sure to read the assigned pages in your book and additional materials in blackboard according to the syllabus. Doing so will help you with building a better picture of the class.  
• Reading, writing and watching videos and movies in Spanish are essential components of our class and will be graded accordingly. Working or consulting with another student, a tutor or a native speaker on any graded assignment is not permitted and go against your own interest.  
• Finally, remember it is important that you check your email and blackboard frequently. Assignments, tests and other activities will not be accepted after Sunday midnight of the corresponding week.  
  
Quizzes  
• There will be 6 comprehensive quizzes based on the reading assignments. If the students work in a professional way, at the end of the semester the lowest quiz could be dropped.  
  
Reading test  
• There will be 2 reading tests that will cover study guides assigned by the instructor on the textbook and other complementary materials. The difference with quizzes is that reading tests require more writing and elaboration.  
  
Exams  
• There will be a mid-term exam, involving identifications, definitions, short answers and essay questions based upon the material cover in the weekly sessions, in the book and in the complementary materials assigned by the instructor. Both exams will be proctored.  
• The final exam will emphasize material covered in the second half of the semester, but it might be partially comprehensive.  
• For both, the midterm and the final, the instructor will make available a set of questions covering the material to be evaluated.  
  
Final Essay  
The student will present a research/analytical paper about a topic, character, or movement relevant to the history, culture, intellectual traditions or institutions of Latin America. This paper shall demonstrate the student’s competency in research and writing by composing, under the professor’s supervision, a product that evidences qualities of basic scholarship, writing ability, and analysis in Spanish. The essay should have 5-7 pages (including bibliography), double space, using Times New Roman, size 12.  
  
Oral Presentation  
Students need to record an oral presentation as part of their grade in this course. It has to be a 5 minutes video in Spanish and deliver it through BB about a topic that students need to choose from the list I will send them later in the semester. Students need to tell the teacher their topic for approval before they record the video. When recording the video, students should not read at any moment because this would decrease their grade.   
  
Academic Honesty  
• As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s Academic Integrity Policy, which may be found at http://provost.uark.edu/ . Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.  
  
Remember that…  
• Exam dates and other assignments are on the syllabus and are to be submitted by the assigned date, which in general will be by Sunday-midday of the respective week.  
• In general, no late homework or make-ups for quizzes, exams, etc. will be given for anybody. Only exceptionally the instructor could accept late submissions but only under excruciating circumstances (which will depend exclusively on the instructor’s decision).  
• Reading and understanding literature in Spanish requires a great deal of practice and patience; and it is important to dedicate an adequate amount of time to meet this goal.  
• Participation and reading are crucial. As the instructor, I expect a fluent communication with each one of you, by email or Skype, according to the specific situation. I will be checking and updating the content of the class every weekend and if needed, I will be contacting people according to their specific schedule limitations.  
• Courtesy and respectful use of language are essential to the environment and to communicate with each other. Spanish is the preferred language of the class, as it is important you have as many chances as possible to use and practice it, but English also could be used when asking specific questions regarding the assignments and the contents.  
Components of Course Grade  
Bi-weekly Quizzes (6) 25%  
Reading Tests (2) 25%  
Oral Presentation 10%  
Midterm 20%  
Final Essay 20%  
**SPAN 42403. Literature and Culture in the Hispanic United States (Irregular). 3 Hours.**

An exploration of the history and culture, art and politics of the major Hispanic groups in the United States. Focus on contemporary attitudes and issues. Prerequisite: [SPAN 31103](http://catalog.uark.edu/search/?P=SPAN%203113).

**Syllabus:**

SPAN 42403 Literature & Culture in the Hispanic United States  
Semestre: Otoño   
Día y hora: martes y jueves de 3:30pm-4:45pm  
Aula: Kimpel 201  
  
Profesora: Violeta Lorenzo  
Correo electrónico: violetal@uark.edu  
Oficina: Kimpel 506  
Horas de consulta:  
• martes y jueves de 12:50pm-1:50pm  
• por cita  
  
Descripción del curso:  
En este curso se analizarán aspectos históricos, socioculturales y políticos de los grupos más representativos de latinos y/o hispanos en los Estados Unidos a través del estudio de textos poéticos, dramáticos, narrativos y fílmicos. Se hará hincapié en el contexto artístico en el cual fueron producidas las obras estudiadas y en la negociación de identidades individuales y colectivas en las mismas. Entre los temas que discutiremos se encuentran: la construcción de identidades (p. ej. raciales, sexuales y transnacionales), el bilingüismo y las diferencias generacionales y culturales.   
  
Objetivos del curso:  
• Familiarizar al estudiante con algunos grupos latinos y/o hispanos en los Estados Unidos y sus respectivas representaciones culturales para que pueda apreciarlas   
• Proveer herramientas intelectuales para poder entender y dialogar constructivamente con las culturas estudiadas   
• Concientizar al estudiante sobre algunos de los conflictos sociopolíticos que afectan tanto a la comunidad latina como a otras comunidades en los Estados Unidos   
• Incitar la práctica del español oral y escrito  
• Practicar el análisis literario   
  
Textos:  
 Libros requeridos: Los libros están disponibles en la librería del campus  
• Cisneros, Sandra. The House on Mango Street.  
• Díaz, Junot. Drown  
• Santiago, Esmeralda. Cuando era puertorriqueña  
  
 Libro sugerido: disponible en la librería del campus  
• González, Juan. Harvest of Empire (Revised Edition): A History of Latinos in America  
  
 Otros textos:   
• Algunos de los textos que leeremos en clase se encontrarán en Blackboard  
• En algunas ocasiones los estudiantes recibirán los textos por correo electrónico  
  
  
  
Evaluación (ver información en Blackboard para criterios de evaluación más específicos):  
• 2 Pruebas (short tests): 20% (10% c/u)  
• 3 Ejercicios críticos (1-3 págs. c/u): 15% (5% c/u)  
• Participación activa y asignaciones: 15%  
• Proyecto: 10%  
• Trabajo final: 20% (5% la propuesta + 15% el trabajo)  
• Examen final: 20%  
  
Atención:  
• Salvo en algunas excepciones, los textos y la discusión de los mismos serán en español. Cada estudiante debe cerciorarse de tener el nivel de español adecuado para estar en este curso. Ver los prerrequisitos en el catálogo de cursos para más información al respecto.   
  
• Revise la página del curso en Blackboard con frecuencia.  
  
• Comuníquese con la profesora antes del 4 de octubre si usted desea completar el Fulbright Writing Requirement (FWR) en este curso.   
  
• Cada trabajo debe ser entregado en o antes de la fecha de entrega o recibirá una deducción de 10% por cada día que esté tarde. Solamente habrá reposiciones de exámenes u extensiones de los trabajos escritos en circunstancias extremas (enfermedad, emergencia familiar, fenómenos atmosféricos que impidan trasladarse al campus, etc.). El estudiante deberá presentar evidencia o cualquier documentación pertinente para poder reponer un examen o trabajo. En el caso de haber mal tiempo, comuníquese con el “weather line” (479-575-7000) de la universidad para ver si la misma permanecerá abierta  
  
• La participación activa consiste en leer el material asignado, asistir a clase y participar en la discusión. Incluye además respetar las opiniones de los compañeros, no controlar o apoderarse de la discusión y evitar interrupciones innecesarias (i.e. teléfonos celulares).  
  
• Hablar por teléfono, enviar mensajes de texto o usar la computadora para otra cosa que no sea tomar apuntes hará que el estudiante pierda todos los puntos de participación en esa clase.  
  
• Si tiene que ir al baño, procure ir antes de tomar una prueba.   
  
• Se le permitirá al estudiante tres ausencias. Cada ausencia adicional conllevará la disminución de un 5% de la nota final de participación. Asimismo, tres tardanzas/salidas abruptas de la clase se consideran una ausencia.  
  
• Es responsabilidad de cada estudiante estar familiarizado con el código de honor y de integridad académica de la Universidad de Arkansas y seguirlo cabalmente: http://provost.uark.edu/. Recuerde que el plagio es severamente castigado en esta institución. Los estudiantes que comentan cualquier tipo de plagio serán investigados y sancionados por el comité de integridad académica. Si tiene dudas sobre los parámetros para alguna de las tareas, comuníquese conmigo lo antes posible.   
  
SPECIAL ACCOMMODATIONS: University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures). See http://provost.uark.edu/2010\_Faculty\_Handbook.pdf. It is the responsibility of the student to notify the instructor of these accommodations at the beginning of the semester and any time thereafter when they are to be utilized. If the student is not registered with the Center, we cannot give him/her any accommodations.

Programa del curso (sujeto a cambios)  
  
Agosto 25 Introducción al curso  
  
Agosto 30 Introducción al curso: “Seven veces siete” (Piña)  
  
Sept. 1 Cuestiones de lenguaje: selección de Anzaldúa y de Rodríguez  
  
Sept.6 Cuestiones de lenguaje: selección de Mohr   
  
Mexicanoamericanos   
Sept. 8  
 selección de poesía  
  
Sept. 13 selección de poesía; ejercicio crítico #1   
   
Sept. 15 The House on Mango Street (Cisneros)  
  
Sept.20 The House on Mango Street (Cisneros)  
  
Sept. 22 Selección de Diario de un mojado (Pérez)  
  
“intra-latinidades” y relaciones interétnicas   
  
Sept.27 selección de Dominicanish (Báez); “Una oración bajo la nieve” (Braschi)   
  
Puertorriqueños   
  
Sept. 29  
 Representaciones en la pantalla: West Side Story (en clase). Entregar la prueba #1.   
Oct. 4 Selección de poesía   
  
Oct. 6 Cuando era puertorriqueña (Santiago)  
  
Oct. 11 Cuando era puertorriqueña (Santiago)  
  
Oct. 13 Cuando era puertorriqueña (Santiago)  
  
Oct. 20 Cuando era puertorriqueña (Santiago). Entregar propuesta.  
  
Oct. 25 Cuando era puertorriqueña (Santiago)  
  
Oct. 27 “Garabatos” (Soto) y “La noche que volvimos a ser gente” (J.L.González). Entregar prueba #2.   
  
Nov. 1 “The Mystery in the Painting” (Vázquez).   
  
  
   
Cubano-americanos  
Nov. 3 poema de L. Casal; Selección de Reinaldo Arenas. Entregar ejercicio crítico #2.  
  
Nov. 8 “We came all the way from Cuba so you could dress like this?” (Obejas)  
  
Domínico americanos   
Nov. 10 Drown (Díaz)  
  
Nov. 15 Drown (Díaz)  
  
Nov. 17 Drown (Díaz). Entregar proyecto.   
  
Nov. 22 Drown (Díaz)  
  
Cuestiones raciales  
Nov. 29 selección de Piri Thomas; “El niño blanco” (Quiñónez); “More Hispanics Declaring Themselves White” (artículo del NYT). Entregar ejercicio crítico #3.   
  
Centroamericanos-americanos   
Dic. 1 Película Sin nombre (en clase)  
  
Dic. 6 Película sin nombre (en clase)  
  
Diferencias generacionales y conclusiones  
Dic. 8 “Tres generaciones” (Sánchez). Entregar trabajo final.   
  
Dic. 13 Examen final 3:15pm-5:15pm

**SPAN 42503. Latin American Cinema and Society (Irregular). 3 Hours.**

This course examines key issues in Latin American culture and history through films, documentaries, and literary and cultural texts. Topics included are: Human Rights, Ethnicity, Gender, Revisions of the past. Prerequisite: [SPAN 31103](http://catalog.uark.edu/search/?P=SPAN%203113).

**SPAN 43303. Business Spanish I (Sp, Fa). 3 Hours.**

Enhances ability to interact in Spanish-language business environments by providing a solid foundation in vocabulary and structure in functional business areas such as company structure, banking and accounting, capital investment, goods and services, marketing, finance, and import-export. Students commit to 15 hours during the semester to work on business-related projects with the Spanish-speaking community of Northwest Arkansas. Prerequisite: [SPAN 30003](http://catalog.uark.edu/search/?P=SPAN%203003) and [SPAN 31003](http://catalog.uark.edu/search/?P=SPAN%203103).

**SPAN 45503. Latin America Today (Irregular). 3 Hours.**

An exploration of recent and contemporary issues in Latin American culture and society, including social classes, ethnicity, urbanization, family, education, and religion, as well as popular culture and artistic movements. Prerequisite: [SPAN 31103](http://catalog.uark.edu/search/?P=SPAN%203113).

**SPAN 45603. Latino Youth Biliteracy Service Learning Project (Irregular). 3 Hours.**

The Latino Youth Biliteracy Project is a service learning course for students in Spanish and Latin American and Latino Studies. Readings on Latino education policies and challenges, bilingualism, and the immigrant experience. Students commit to 30 hours of service learning projects in local schools during the semester (in addition to class meeting times). Prerequisite:[SPAN 31103](http://catalog.uark.edu/search/?P=SPAN%203113) or [SPAN 31203](http://catalog.uark.edu/search/?P=SPAN%203123) or graduate standing.

**Syllabus:**

SPAN 45603 Latino Youth Biliteracy Project  
Spring 2015 Classroom: Kimpel 313  
Jeanette Arnhart: Office: Kimpel 509/ jarnhart@uark.edu  
Office: 479-575-3359 Cell: 479-366-0660  
Office Hours: MW 9-10:30 am or by appointment  
  
  
COURSE DESCRIPTION AND OBJECTIVES:  
 The Latino Youth Biiteracy Project is a service learning course for students in Spanish and Latin American and Latino Studies and Spanish graduate students. According to the National Service Learning Clearing House, “Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.”   
Nationally, Latinos are the largest minority but one with the lowest college going rates. Early intervention is necessary to prepare Latino youth for college. Literacy enrichment programs are key for academic success. Often referred to as Limited English students, many Latino youth are in fact gifted bilingual speakers. Developing their bilingual skills can significantly enhance their opportunities for academic and professional success, foster self-confidence, and explore their cultural heritage.   
The interaction with and mentoring by college students is crucial for inspiring Latino youth to pursue a post-secondary education. Many Latinos would be first generation college students and need guidance to prepare for college. However, more than a top-down approach, the objective of the community work of the Latino Youth Biliteracy Project is to empower Latino youth through reading and writing, inspired in the liberation pedagogy and action-research approach by Latin American intellectuals like Paolo Freire and Orlando Fals Borda.   
Students in the class will participate 2 hours per week in one of the 3 Sin Límites biliteracy sites: J.O. Kelly Middle School in Springdale, which meets Monday, Tuesdays and Thursdays from 3:15-4:30pm, Grace Hill Elementary in Rogers, Mondays and Wednesdays from 7:00-7:30am and Lowell Elementary, Thursdays and Fridays from 1:30-20:20. In addition, there will be opportunities for some students to work with various other community and university programs with instructor approval.   
The class’ focus is on Latino education. As part of the class, students will examine the role of the University in social change. We will reflect on academic privilege and responsibility and read about how to produce socially conscious academic knowledge and make an impact in local communities. Equality in education, including key civil rights debates on inclusion and diversity will be examined with a concentration in Latino education. Lastly issues of literacy and bilingualism will be analyzed.   
  
Students will be required to participate in a group research project, post entries in a discussion board in Blackboard, and complete an individual or group project and work in the afterschool program(s) twice a week or in an alternative educational setting, approved by the instructor.   
  
This is a bilingual classroom. Although most readings are in English, its goal is to develop linguistic competence in both languages in the topic. For that reason, Spanish will be used in class by both the instructor and the students as are Blackboard discussions. English interventions and code switching is not discouraged. There will be written assignments and a project in Spanish and your competence to discuss the course’s topics in Spanish will be evaluated.  
  
  
MATERIALS:  
• Documents on Blackboard (Bb)\*  
• Grosjean, Francois. Bilinguals: Life and Reality, Harvard UP, 2010  
• García, Ofelia, Bilingualism Education in the 21st Century. A Global Perspective. Blackwell 2010.\*Required reading for Graduate Students  
• Escamilla, et al. Biliteracy from the Start: Literacy Squared in Action. Caslon, 2013.   
  
  
CLASS PARTICIPATION: Regular attendance is required. Since we meet only twice some weeks, class attendance is critical. A high participation grade requires participation in class activities and discussions, careful reading of assigned texts, team work, vocabulary acquisition, and a positive attitude that contributes to create a good learning environment.   
Grading: Your grade will correspond to the percentage of classes you attend and participate throughout the semester.  
  
RESEARCH PROJECT: Graduate students will write an individual 15-20 page research paper, following instructor guidelines. Undergraduate students will work in groups researching current issues or topics related to the state of education of the Latino community in Arkansas and the U.S and devise a solution to the issue. The project should identify and document the issues either at the national and local level, and make recommendations/solutions for its betterment.  
Each group will:  
 Present a one page prospectus of the research, which should include a title, the main research question, the main or primary sources, and the importance of the project.   
 Present an annotated bibliography of 15-20 entries on the selected topic by mid semester.   
 Creatively and elaborate an instructional pamphlet IN SPANISH with research solution(s) and helpfully accessible information.   
 Make 50-100 copies of the pamphlet.  
 Hand them out at a community/university event while enlightening participants to the issue and solution(s).   
 Write a short essay of 2-3 pages- one per group participant- in Spanish with a synopsis of the topic, information about it, solution(s) and the helpful information they included.  
 Present findings, action photos and experience to the class.   
  
\*\*\*Bibliographic entries should follow MLA format. Students are expected to know and follow the academic integrity policies of the University. If in doubt, ask the instructor or consult the UA policy at http://provost.uark.edu/245.php. Any violation will be severely sanctioned (F) and reported to university officials.   
\*\*\*The prospectus, annotated bibliography, report and presentation will be in Spanish. English quotes should be quoted within the paper in its original form.  
How to write a prospectus: http://pegasus.cc.ucf.edu/~janzb/courses/prospectus.htm  
Examples of a prospectus: http://faculty.unlv.edu/borchard/JMS710/sample\_prospectus.pdf  
Examples and how to write an annotated bibliography: https://owl.english.purdue.edu/owl/resource/614/02/  
  
EXAMS: There will be a midterm and a final exam. The exams consist of essay questions on the assigned readings. Essays should demonstrate good understanding of the texts and issues and be able to provide articulate, well-developed and supported answers in Spanish, demonstrating advanced use of the target language appropriate for an upper level course. The instructor will provide a review sheet with sample questions for the essay. The Mid-Term will not be open book, but the final exam will be an open book test. You may bring your notes, readings and a dictionary.   
  
COMMUNITY WORK: Regular participation in the afterschool program is required.   
You, individually or in a group, will present a lesson/activity in TWO of the sessions that has to do with your major/minor or one of your interests.  
You represent the University and the Latino Youth Biliteracy Project. Professional conduct at all times is paramount for the success of the program. If you are late or cannot attend, inform the site coordinator as soon as possible. Follow the professional conduct guidelines listed below. Failure to comply may result in removal from the program.   
a. Arrive in the parking lot at least 10 minutes before the start of the program. This will allow time for you to walk into the school and through the front office and to demonstrate promptness and consistency. If you will have a problem arriving early, please advise the site coordinator.  
b. Check in and check out at the front office every time you enter and leave a school building.   
c. Wear your name tag.   
d. Dress appropriately. You represent the University and the Program. You should not wear low-cut or sleeveless tops, skirts or shorts that are shorter than finger-tip, or jeans with holes.   
e. Cell phone usage is limited before and after sessions and without distracting students.  
f. No food, drinks, or gum during sessions.   
g. Maintain a kind and respectful attitude toward all students, faculty, and staff at the school.  
h. Become familiar with and observe school rules.  
i. Information about students is confidential and should never be discussed with anyone other than school personnel.   
The University recently instituted a new policy for reporting abuse to minors and it mandates reporting any suspected abuse to the program coordinator, the course instructor, the University Police or to the Child Abuse Hotline at 1-800-482-5964. The University’s Working with Minors Policy can be viewed at http://vcfa.uark.edu/Documents/2171.pdf.   
  
DOCUMENTING SERVICE HOURS: Regular participation and completion of 30 hours of community work is required of all students. Complete the Service hours form. Each school visit must be documented and the hours must be signed by the site coordinator or a school representative. It is your responsibility to keep appropriate records of your service hours.  
  
  
Grading:   
\*Fulfills professional expectations and completes service hours required 9-10 points  
\*Meets professional expectations and completes 80% of service hours required 7-8 points  
\*Uneven professional performance and incomplete service 5-6 points   
\*Unacceptable professional performance and insufficient service hours 0-4 points  
  
 MENTORING: As a college student you are a role model who has an invaluable potential to influence the students you will be working with. Effective mentoring requires commitment and a clear understanding of the goals of the program and the boundaries between you and your mentees. Each student will have to submit a self-evaluation statement regarding their mentoring experience and performance.  
Grading:   
\*Successfully fulfills mentoring assignment, is reliable and committed 9-10 points  
\*Meets well mentoring assignment, is reliable and committed most of the time 7-8 points  
\*Uneven mentoring performance and weak commitment 5-6 points  
\*Unsatisfactory mentoring performance, lack of commitment 0-4  
  
PROGRAM AND CURRICULUM DEVELOPMENT: In conjunction with the site coordinator, students will develop and lead two curriculum or program development activities, individually or in a group. You will collaborate with the site coordinator to set up dates for activities.  
Five points each activity, 10 points total.   
DISCUSSION LIST: A key component of service learning education is a reflection on a variety of topics related to our intellectual work and the role of the university in society. These topics include the interaction of theory and practice, academic knowledge and community work, privilege and solidarity, education and social change, etc. Each student is required to post 2-one paragraph entries (no less than 100 words) on the Blackboard discussion list per week. One INDIVIDUAL ENTRY and a RESPONSE to a peer’s post. At the beginning of your individual entries, include a quote that sums up your understanding of the article/reflection.  
  
GRADE DISTRIBUTION:  
CLASS PARTICIPATION ………............ .10%   
RESEARCH PROJECT ………………...........30% Prospectus (2%), annotated bib. (3%), pamphlet(10%), dissemination of information (10%) presentation (5%)  
EXAMS (2) ...........................................20%  
COMMUNITY WORK …………….............30% Attendance/Participation (25%), Lessons/Activities (5%)  
DISCUSSION LIST……………………...........10%  
  
SITE COORDINATORS:  
Jeanette Arnhart: jarnhart@uark.edu, 479-366-0660  
Cindy Miramontes: almondflower327@gmail.com, 479-530-3887  
Verónica Pearson: mvpearson@email.uark.edu, 540-447-6245  
  
  
PROGRAMA:   
INCLEMENT WEATHER POLICY: http://vcfa.uark.edu/Documents/2100.pdf  
LUNES MIERCOLES VIERNES  
ENERO   
12  
Conociéndonos 14  
Introducción al curso, course requirements, service learning overview. 16  
Winthrop Rockefeller Foundation Report I:” A profile of immigrants in Arkansas” Bb  
19  
Día de MLK  
  
\*\*Si sirven en alguna capacidad, vengan con fotos o alguna prueba, se lo cuento como horas!  
 HASTA 3 HORAS! 21  
Martin:  
“La Pedagogía del aprendizaje servicio”  
Bb 23  
Research in Action 1: Setting Boundaries  
Research in Action 9: Race and Ethnicity, Building Trust  
Bb  
26  
Grosjean: Chapters 1-2  
  
 Silvia Montrul   
“¿Quién es bilingüe?”  
Bb  
COMIENZA SIN LÍMITES EN JKMS Y GH! START VOLUNTEERING!  
 28  
Silvina Montrul   
“Aspectos sociales del bilingüismo” Bb  
  
“Non-Fluent Latinas: Don’t Judge Us” Bb 30  
Grosjean: Chapters 3- 5 and 9  
FEBRERO   
2  
“Between Two Worlds: How Latinos Come of Age in America” Bb  
  
Grosjean: Chapter 16  
  
  
 4  
Silvina Montrul   
“Debilitamiento y adquisición incompleta de la primera lengua”  
Bb  
  
 6  
Freire: Pedagogy of the Oppressed Bb   
Fals Borda, Gaventa: “Toward a Knowledge Democracy”Bb  
  
.  
9  
Kozol: “Savage Inequalities” Bb  
  
Open discussion about Freire, Fals Borda, Kozol 11  
Culturally Relevant Pedagogy: Clashes and Confrontations Lisa Scherff and Karen Spector Bb 13  
A Framework for Understanding Poverty Ruby Payne, PhD Bb  
Turn in topic and list of group members for research project  
16  
Reyes: “Language in the Dual Classroom” and “Culture in the Dual Language Clasroom” Bb  
 18  
Sonia Soltero: “Dual Language in Practice” Bb  
Grosjean: Chapter 19 20  
Grosjean: Chapter 17-18  
23  
“National Literacy Panel Report for Minority Language Children” Bb  
  
 25  
San Francisco Public School Research on Bilingual and maintenance language Bb 27  
Research and Planning Volunteering  
PROSPECTUS DUE BY MIDNIGHT  
  
MARZO   
2  
Review for MID TERM 4  
Mid-Term- NOT OPEN BOOK 6  
Research and Planning   
Volunteering  
9  
I Am My Language: Discourses of Women and Children in the Borderlands Norma González Bb 11  
Discussion: Are we our language? Centripetal and Centrifugal forces… 13  
 Research and Planning   
Volunteering  
16  
“Negotiating Identity, Diversity and Recognition” Eduardo Díaz Bb 18  
“GROWING UP AMERICAN: The Challenge Confronting Immigrant Children and Children of Immigrants” Min Zhou Bb 20  
Research and Planning   
Volunteering  
  
ANNOTATED BIBLIOGRAPHY TURNED IN MY OFFICE DURING CLASS TIME.  
  
23  
SPRING BREAK 25  
SPRING BREAK 27  
SPRING BREAK  
  
 ABRIL   
30  
“Latino Ethnic Identity”  
Stephen M. Quintana and Nicholas C. Scull Bb 1  
Life on the Hyphen: The Cuban-American Way Gustavo Pérez Firmat Bb  
 3  
Research and Planning   
Volunteering  
TURN IN EDITED PAMPLETS IN MY OFFICE DURING CLASS TIME.  
6  
“Effects of Ninth Graders’ Culture-Specific Schemata on Responses to Multicultural Literature” Jerry w. Webster Bb 8  
“Student Cultural Diversity: Meeting the Challenge” Eugene García Bb 10  
Research and Planning   
Volunteering  
13   
“Multicultural Literature and Discussion as a Mirror and Window?”  
Jocelyn Glazierand Jung-A Soo Bb  
 15  
Affirmative Action Revisited   
Video in Class 17  
Research and Planning   
Volunteering  
  
20  
Affirmative Action Revisited   
Video in Class 22  
Affirmative action and relating all we have learned. 24  
Research and Planning   
Volunteering  
\*\*Essays by MIDNIGHT   
27  
Presentations (2 groups) 29  
Presentations (3 groups) 1  
DEAD DAY  
4  
Critical Article Review for Final Exam 6  
EXAM OPEN BOOK AND NOTES  
10:15-12:15 8  
  
  
Syllabus:

SPAN 45603 The Latino Youth Biliteracy Project  
SPRING 2017   
Kimpel Hall 308 9:40AM - 10:30AM  
Prof. Luis Fernando Restrepo  
Kimpel Hall 616 / 479 575 7580 / cel 479 304 8858 / lrestr@uark.edu  
Office Hours MW 8:30-9:30am or by appointment  
  
  
COURSE DESCRIPTION AND OBJECTIVES:  
The Latino Youth Biiteracy Project is an upper level service learning course for students in Spanish and Latin American and Latino Studies. According to the National Service Learning Clearing House, “Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.”   
Nationally, Latinos are the largest minority but one with the lowest college degree attainment. Early intervention is necessary to prepare Latino youth for college. Literacy enrichment programs in particular are key for academic success. Developing their bilingual skills can significantly enhance their opportunities for professional success, foster self-confidence, and help them attain greater understanding and appreciation of their cultural heritage.   
The interaction with and mentoring by college students is crucial for inspiring Latino youth to pursue a post-secondary education. Many Latinos would be first generation college students and need guidance to prepare for college. However, more than a top-down approach, the objective of the community work of the Latino Youth Biliteracy Project is to empower Latino youth through reading and writing, inspired in the liberation pedagogy and action-research approach by Latin American intellectuals like Paolo Freire and Orlando Fals Borda.   
  
The class’ focus is on Latino education. As part of the class, students will examine the role of the University in social change. We will reflect on academic privilege and responsibility and read about how to produce socially conscious academic knowledge and make an impact in local communities. Equality in education, including key civil rights debates on inclusion and diversity will be examined with a concentration in Latino education. Lastly issues of literacy and bilingualism will be analyzed.   
Although all students will participate in service and community based learning activities and conduct research, there are two tracks: Service and Research. Students in the service track will complete 30 hours of community service and/or community based learning during the semester in the Latino youth support programs or in an alternative educational setting, approved by the instructor and will participate in a group research project that will produce an education policy paper. Students in the research track will complete a semester long-individual research paper on any topic related to Latino education and will participate in 15 hours of community service or a community based learning project. Students wanting to fulfill the Fulbright College Senior Writing Requirement with this class should take the research track. Graduate students will have additional readings and assignments, write a longer research paper and participate in one of the policy papers projects.   
  
This is a bilingual classroom. Although most readings are in English, its goal is to develop linguistic competence in both languages in the topic. For that reason, Spanish will be used in class by both the instructor and the students as well as the Blackboard discussions. English interventions and code switching is not discouraged. There will be written assignments and a project in Spanish and your competence to discuss the course’s topics in Spanish will be evaluated.  
  
COURSE MATERIALS  
  
• Documents on Blackboard (Bb)  
• Grosjean, Francois. Bilinguals: Life and Reality, Harvard UP, 2010  
  
GRADE DISTRIBUTION  
  
SERVICE LEARNING TRACK RESEARCH TRACK  
Class Participation 20% Class Participation 20%  
(discussion board 5%) (discussion board 5%)  
Exams (2) 25% Exams (2) 25%  
PAR 55% PAR 55%  
(Project 15% service 40%) (Project 40% service 15%)  
(prospectus 5% bibliography 5%) (prospectus 5% bibliography 5%)  
  
  
PARTICIPATION. Regular attendance is required. Since we meet only twice some weeks, class attendance is critical. A high participation grade requires participation in class and blackboard activities and discussions, careful reading of assigned texts, team work, and a positive attitude that contributes to create a good learning environment. More than 2 unexcused absences will affect the participation grade.   
  
EDUCATION POLICY PAPER. Students will work in groups of 2-3 students to develop a policy and advocacy research based document. Each group will focus on a current issues or topics related to the state of education of the Latino community in Arkansas and the U.S. The research project should identify and document the issues either at the national and local level, and make recommendations and/or identify solutions. The policy project has the following components:  
1. Prospectus. It should include a title, the main issue, and the importance of the project. (5%)  
2. Review of Literature. Present an annotated bibliography of 15 entries on the selected topic by mid semester. (5%)   
3. Present findings to the class   
4. Policy Brief. Write a 3-5 page research based policy brief in Spanish, clearly and effectively raising awareness on the issue and outlining solutions and recommendations.  
  
  
EDUCATION RESEARCH PAPER. Students will develop an individual semester long research project related to Latino education (all levels). This could be a humanities or a social science research project, but in either case it should have methodological rigor—must demonstrate good use of theoretical tools, primary and secondary sources, and sound support and development of the main argument. The research project has the following components:  
1. Prospectus. It should include a title, the main research question, primary sources to be used, and the importance of the project.   
2. Review of Literature. Present an annotated bibliography of 10 entries on the selected topic by mid semester.   
3. Present findings to the class   
4. Final paper. 8-10 page research paper in Spanish, following MLA format. Graduate students papers should be 10-12 pages long.   
  
\*\*\*Bibliographic entries should follow MLA format. Students are expected to know and follow the academic integrity policies of the University. If in doubt, ask the instructor or consult the UA policy at http://provost.uark.edu/245.php. Any violation will be severely sanctioned (F) and reported to university officials.   
\*\*\*The prospectus, annotated bibliography, report and presentation will be in Spanish. English quotes should be quoted within the paper in its original form.  
Examples and how to write an annotated bibliography: <https://owl.english.purdue.edu/owl/resource/614/02/> EXAMS. There will be a midterm and a final exam. The exams consist of essay questions on the assigned readings. Essays should demonstrate good understanding of the texts and issues and be able to provide articulate, well-developed and supported answers in Spanish, demonstrating advanced use of the target language appropriate for an upper level course. The instructor will provide a review sheet with sample questions for the essay. The Mid-Term will be open book, and the final exam will be a take home exam. You may bring your notes, readings and a dictionary for the midterm.  
  
  
COMMUNITY WORK. SERVICE LEARNING AND COMMUNITY BASED LEARNING PROJECTS. Each student must complete and document the corresponding number of hours of community service and community based learning projects during the semester, preferably in one of Sin Limites sites, J.O Kelly Middle School in Springdale or Lowell Elementary in Rogers School District. In addition, we will begin collaborating in Pilares del éxito, a new program being launched by LULAC at Rogers Heritage High school and the NWA Biliteracy Project, a collaborative initiative of the Walton College of Business, the departments of English and World Languages. If these service sites are not convenient, alternative community service venues can be explored with the instructor. Students may fulfill the service requirement by developing a community based learning project, based on the interaction with community members and participation in community activities. See service hour documentation form below. You may also register with pulse at the Community Engagement Center Site.  
  
Community service will be evaluated on a three point scale: Exceeds expectations (A), meets expectations (B), below expectations(C or lower). Each school visit must be documented. It is your responsibility to keep appropriate records of your service hours. In addition, students are encouraged to register the community service hours in the give pulse web site of the University.   
  
PROGRAM AND CURRICULUM DEVELOPMENT: In conjunction with the site coordinator, students will develop and lead at least two curriculum or program development activities, individually or in a group. You will collaborate with the site coordinator to set up dates for activities.  
  
SCHOOL SITES  
   
JO KELLY MIDDLE SCHOOL  
1879 East Robinson Ave, Springdale, AR 72764 Phone: (479) 750-8730  
Principal: Ms. Sara Ford jford@sdale.org  
Site Coordinator: Katie Keen kek001@email.uark.edu  
HOURS: Mon & Tue, 3:15-4:30  
  
https://adesrc.arkansas.gov/ReportCard/View?lea=7207054&schoolYear=2015  
  
  
LOWELL ELEMENTARY SCHOOL  
202 McClure Ave, Lowell, AR 72745 (479) 631-3610  
Principal: Shannon Passmore  
Site Coordinator: Rocio Greenwood ggreenwo@email.uark.edu 479 466 4172  
HOURS: Mon Wed 11:30-12:30pm  
  
https://adesrc.arkansas.gov/ReportCard/View?lea=0405033&schoolYear=2015  
  
ROGERS HERITAGE HIGHSCHOOL Pilares del éxito LULAC  
1114 S 5th St, Rogers, AR 72756 (479) 631-3579  
Principal: Karen Steen  
Pilares/ LULAC Contacts :   
Brig Caldwell brcaldwell@yahoo.com  
Rafael Arciga rarciga@uark.edu  
  
HOURS: TBD  
  
https://adesrc.arkansas.gov/ReportCard/View?lea=0405052&schoolYear=2015  
  
PROFESSIONALISM, CODE OF CONDUCT AND PROTECTION OF MINORS  
  
You represent the University and the Latino Youth Biliteracy Project. Professional conduct at all times is paramount for the success of the program. If you are late or cannot attend, inform the site coordinator as soon as possible. Follow the professional conduct guidelines listed below. Failure to comply may result in removal from the program.   
a. Arrive in the parking lot at least 10 minutes before the start of the program. This will allow time for you to walk into the school and through the front office and to demonstrate promptness and consistency. If you will have a problem arriving early, please advise the site coordinator.  
b. Check in and check out at the front office every time you enter and leave a school building.   
c. Wear your name tag.   
d. Dress appropriately. You represent the University and the Program. You should not wear low-cut or sleeveless tops, skirts or shorts that are shorter than finger-tip, or jeans with holes.   
e. Cell phone usage is limited before and after sessions and without distracting students.  
f. No food, drinks, or gum during sessions.   
g. Maintain a kind and respectful attitude toward all students, faculty, and staff at the school.  
h. Become familiar with and observe school rules.  
i. Information about students is confidential and should never be discussed with anyone other than school personnel.   
  
There is a background check required to be able to serve in these sites. In addition, students must be familiar with the University and State’s regulations for the protection of minors  
University of Arkansas Protection of Minors Policy http://vcfa.uark.edu/policies/fayetteville/vcac/2171.php  
Mandated Reporters Statute http://www.arkansased.gov/divisions/communications/safety/mandated-reporters  
SPAN 4563 THE LATINO YOUTH BILITERACY PROJECT  
PRIMAVERA 2017  
  
PROGRAMA  
  
1/18 Presentación e introducción al curso   
1/20 UNIDAD I. De la pedagogía de la liberación al aprendizaje servicio  
 Freile, Pedagogy of the Oppressed  
1/23 Fals Borda Action-Research  
   
1/25 Engaged Research and Practice. Ch1. For the common good.   
1/27 Engaged Research and Practice. Ch4. Community Agency and College-Going Culture  
1/30 Instrucciones para los proyectos de investigación   
Metodologías en las ciencias sociales y las humanidades  
2/1 Mentoring. Research in Action 1  
2/3 Mentoring. Research in Action 9  
  
2/6 Mentoring. Building Trust. Mentoring. Setting Boundaries.   
2/8 Puig et al. Aprendizaje servicio 3 y 4  
2/10 Puig et al. Aprendizaje servicio 5 y 6.   
  
2/13 Repaso de la primera unidad.   
2/15 UNIDAD II. LOS LATINOS Y LA EDUCACION PÚBLICA   
 Panorama nacional  
http://sites.ed.gov/hispanic-initiative/   
2/17 Kozol, Savage Inequalities   
2/20 Moll y Ruiz, The Schooling of Latino Children.   
2/22 Gandara, Learning English in California   
2/24 Walkout   
2/27 Walkout   
  
3/1 Foro sobre Walkout  
3/3 Panorama estatal  
 Arkansas in the Post Lakeview Era  
http://www.aradvocates.org/wp-content/uploads/Education-in-the-Post-Lake-View-Era-2.12.2015.pdf  
   
3/6 Growing Critically Conscious Teachers ch. 1   
3/8 Growing Critically Conscious Teachers ch. 2  
3/10 Repaso para el examen. Entrega del prospectus.   
  
3/13 Examen.  
3/15 UNIDAD III. EL BILINGUISMO Grosjean 1-3  
3/17 Grosjean 4-6  
3/20-24 Spring Break  
  
3/27 Grosjean 7-9  
3/29 Grosjean 10-12   
3/31 Grosjean 13-15   
Visita al Museo. Border Cantos y conferencia de Luis Alberto Urrea. 3-9pm  
4/3 Grosjean 10-12  
4/5 Grosjean 13-15  
4/7 Proyectos de investigación. Entrega de la bibliografía anotada.  
 JO Kelly Crystal Bridges Visit   
4/10 Grosjean 16-18  
4/12 García, Bilingual Education in the 21st Century  
4/14 Lowell Crystal Bridges Visit  
  
4/17 Diaz Campos Bilingüismo y español en los EEUU  
4/19 Diaz Campos, El español como lengua de herencia  
4/21 Escobar y Potowski, El español en la vida pública  
  
4/24 Escobar y Potowski, El español en la educación  
4/26 Escobar y Potowski, El español y la identidad  
4/28 Presentaciones  
  
5/1 Presentaciones   
5/3 último día de clase. Pautas para el examen final   
  
  
5/ Examen final 10:15am-12:15pm. Entrega de proyectos.   
  
  
   
SINLIMITESSERVICEANDCOMMUNITYBASEDLEARNINGTIMESHEET  
NAME SITE  
DATE  
STARTTIME  
ENDTIME  
DESCRIPTION TOTALHOURS  
   
   
StudentSignature DATE

**SPAN 45803. Advanced Spanish for Health Professions (Irregular). 3 Hours.**

Advanced Spanish for Health Professions is an upper level service learning course for students in Spanish and Latin American and Latino Studies. Development of Spanish language for healthcare providers. Readings on the state of Latino health care in Arkansas and in the United States. Students will work 30 hours during the semester on health related projects with the Spanish speaking community of NWA. Prerequisite: [SPAN 30003](http://catalog.uark.edu/search/?P=SPAN%203003) and [SPAN 31003](http://catalog.uark.edu/search/?P=SPAN%203103) or [SPAN 31203](http://catalog.uark.edu/search/?P=SPAN%203123).

Syllabus:

**SPAN 46203. Advanced Proficiency in Spanish (Irregular). 3 Hours.**

Work in translation and composition, oral proficiency, and phonetics and pronunciation for students who still seek further practice in skills development to extend their fluency and proficiency in the second language. Suitable for non-native speaking students considering becoming teachers of Spanish. Prerequisite: [SPAN 40003](http://catalog.uark.edu/search/?P=SPAN%204003) or instructor consent.

**Syllabus:**

SPAN 470-01 ADVANCED PROFICIENCY IN SPANISH Spring   
12:30 tth Revised Calendar 2.1.17 Kimpel 210  
   
Prof. Steven Bell Office: KIMP 425   
E-mail: sbell@uark.edu Office hours: 1:30-3:00 MW, 2:30-3:30 TTH, and by appointment  
575-2951  
  
Course description:   
 This course is designed primarily for students who have completed SPAN 4003, Advanced Grammar (or equivalent), and seek further practice in skills development to extend their fluency and proficiency in the second language. The course should also suit well non-native-speaking students considering becoming teachers of Spanish.  
There will be great variety in the class, as we will do lots of “hands on” practice throughout the semester in composition, pinpoint written translation and composition, oral proficiency and conversation, and in pronunciation and phonetics. Grammar review will also be included as an important supplement to our activities.   
  
Learning objectives:   
Student learning expectations in this class are closely tied to the descriptors in the ACTFL proficiency levels. Concretely, and through our practice in composition, translation, pronunciation, and the execution of verbal tasks in class, we seek to have every student improve at least one sublevel in the ACTFL proficiency scale (i.e., from Intermediate High to Advanced Low), and if possible for all students to reach a minimum rating of Advanced Low. To wit, and depending on the student’s initial level, we seek measureable improvement in performing the following kinds of verbal tasks in Spanish:  
• Create with language, ask and answer simple questions, and handle a simple situation or transaction (Intermediate).  
• Narrate and describe in all major time frames and deal effectively with an unanticipated complication in a routine situation or transaction (Advanced).  
• Discuss familiar and unfamiliar topics and support opinions and hypothesize (Superior)  
Improvement towards these objectives will be measured by a simulated, individual, pre- and post-semester ACTFL OPI (oral proficiency interview).   
   
Required material:  
Lunn & Lunsford. En otras palabras. 2nd ed. Georgetown UP, 2013. 978-1-58901-974-4  
License for pronunciation exercises from Sonido y sentido, Georgetown UP, 2004.  
Whitley & González. Gramática para la composición. 3rd ed. Georgetown UP, 2015. 978-1-62616-255-6  
http://www.laits.utexas.edu/spe/   
  
Optional and suggested additional materials:   
Website Key for Gramática para la composición. 3rd ed. Georgetown Up, 2015.  
Guitart. Sonido y sentido. Georgetown UP, 2004.   
Todo lo que siempre quiso saber sobre la lengua castellana. (Fundación del español urgente.) Vintage, 2013.   
Robles-Saez. 3000 locuciones verbales y combinaciones frecuentes. Georgetown UP, 2010.   
Butt & Benjamin. A New Reference Grammar of Modern Spanish. 5th ed. Routledge, 2007.   
Dominicis. Repase y escriba. 7th ed. Wiley, 2014.  
Solid reference works, including Spanish-English and Spanish-Spanish dictionaries.  
  
Course format:  
 Class will be conducted primarily in Spanish, possibly with exceptions such as the discussion of difficult technical points or procedures. The great majority of our class time will be spent working in small groups or in consultation with the instructor, to provide students with meaningful opportunities to practice, correct, and refine the grammatical and lexical structures featured in our materials.   
  
Homework: Homework will be a very important part of our work this semester, and will be weighted in the grading scheme accordingly. For students to get the maximum gain from the course, it is essential that they come to class with the homework conscientiously prepared. We will work out the mechanisms for how homework will be turned in early in the semester. Homework prepared for correction by the instructor should always be typed as an electronic file and submitted to the instructor electronically (email or blackboard) by 6 am before class, and a printed copy should also be brought to class.   
  
From the En otras palabras book, homework will normally consist of a series of exercises (some asking students to consult with native speakers) and short translation texts (Spanish to English; English to Spanish). When we are working on oral proficiency from the UT-Austin website, homework will normally consist of prepared sample answers of one or two paragraphs (in writing) to the question prompts, together with the identification of any lexical or syntactical problems that need to be solved in order to arrive at an appropriate response. When working with the Gramática para la composición text, homework will consist of a selection of exercises to be prepared in writing and brought to class, and a selection of exercises that will be worked on in small groups during class. Finally, students can also work for homework on the recorded pronunciation exercises from Sonido y sentido.  
  
Needless to say, students must do their own individual work exclusively on all homework and other graded materials turned in for the course, with the exception of those occasions where the homework exercises or classroom activities might explicitly ask the students to consult with a native speaker. In this area, as in all others, instances of academic dishonesty, cheating, or plagiarizing will be handled in accordance with the guidelines established in the University of Arkansas Undergraduate Studies Catalogue, and published on the Provost’s website: http://provost.uark.edu/245.php.   
   
Written Exams: We will plan to do a mid-term and a final exam that will reflect the emphases in the class, including translation and composition, oral proficiency activities/exams, and also pronunciation, grammar, and vocabulary. If we end up not doing exams this percentage of the final grade will be folded into the other components.  
  
Compositions: we will do three compositions of 1.5 to 3 pages during the semester, with a process for corrections and revisions before submitting the final version. These will deploy description, (complex) narration, and exposition/argumentation. Compositions will be graded on the basis of a combination or degree of difficulty attempted and correction, and improvement through the process of revision and correction.  
  
Vocabulary Lists: students should keep and build over the course of the first and the second part of the semester a list of new vocabulary that comes up in the course of our homework and classroom activities, which we will practice by using the lexical items in sentences. These will be graded on the basis of thoroughness and elaboration.  
  
Oral Proficiency Exams: Students will be required to schedule and complete a pre- and a post-course OPI exam of 10-15 minutes with the instructor outside of class. This is to provide a baseline to measure improvement in fluency over the course of the semester. These will be graded on the basis of completion and effort.  
  
Native-speaker interviews/reaction papers: Students will do two of these during the semester. We will chose topics and students will devise a short set of interview questions that will be submitted to the instructor and approved. Students should then conduct and record the interview, of some 4-6 minutes. Students will then carefully transcribe the interview, and write a brief reaction/response to the interview, focusing either on the interesting or notable feature of the language usages in the interview, or on the content (social, cultural, historical, etc.) of the interview, or both.   
We will work together on the means to acquire native informants and interviewees. (For the consults with native speakers on the En otras palabras exercises, native Spanish speakers on campus may be the best option; for the interviews/essays, local community organizations [businesses, schools, churches] and NGO’s may also be options.)   
These will be graded on completion and the degree of effort in attaining correction in the transcription.  
  
Students’ responsibilities:  
Attendance: students are expected to attend class consistently, arrive on time and be present for the entire class period, except for the very occasional emergency or illness. The Class Participation grade will be based on regular and punctual attendance, conscientious preparation of the daily homework assignments, and constructive participation in class. More than three absences during the course of the semester, excused or unexcused, may significantly affect the student’s final grade in the course, though consideration will be given for serious emergencies or illness.  
  
Weather: With regard to the inclement weather policy, the instructor will make every effort to meet class. In the case of severe weather or if busses are not running, absences will be excused, and the instructor will make every effort to inform the students by email if class is going to be cancelled for bad weather. Students should watch the University website, or listen to local television and radio stations, to see if the University is closed. They should also check email for any changes in calendar or assignments.   
  
Late work and Make-ups: As a general rule, no make-ups of homework will be granted for any circumstances, and normally no make-ups for exams will be given without prior notice and except in the case of extreme or documented and unavoidable emergencies. In the case of homework grades, a few of those will   
  
Late work is not as a rule accepted. If you are absent when an assignment is due, you will have to make alternative arrangements to get it to your instructor on time.   
  
Educational Access: Students who are registered with the Center for Educational Access will be given suitable accommodations prescribed by that office. It is the responsibility of the student to notify the instructor of these accommodations privately at the beginning of the semester and at any time thereafter when they are to be utilized. Please note, you must first verify your eligibility for these through the Center for Educational Access (visit http://cea.uark.edu for more information on registration procedures).   
  
  
Evaluation:  
Class Participation, Homework, and Attendance = 25%  
3 Compositions = 25%  
Native speaker interview transcriptions = 10%  
Midterm exam = 10%  
Final exam = 15%  
OPI interviews = 10%  
Vocabulary lists = 5%  
  
  
Calendar:  
1/17 Course Introduction.   
Conjugations and overview of verb system: tense, mood, aspect.  
  
1/19 Syllables and accents review. SyS exercises.  
UT-Austin task; GplC lección 5 (uso del diccionario): 63-c-d-f.   
Schedule OPI pre-interviews.  
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1/24 EOP Intro (uso del diccionario): 8-a, 9, #3,4,5;   
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1/26 La descripción: GplC capítulo 1 (ser/estar y más). SyS exercises.   
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1/31 EOP capítulo 4 (ser/estar). UT-Austin task.  
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2/2 UT-Austin task.  
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2/7 GplC capítulo 2 (misc). SyS exercises.   
  
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2/9 EOP capítulo 3 (adjetivos/sustantivos etc.) Comp 1 draft due (la descripción: GplC lección 6 y 12.)  
  
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2/14 GplC capitulo 3. 1st interview transcription due.   
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2/16 EOP capítulo 1, 2 (pretérito/imperfect). SyS exercises.   
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2/21 La narración (compleja): GplC capítulo 4. COMP 1 due.  
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2/23 UT-Austin task. EOP capítulo 5 (se pasivo/impersonal).   
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2/28 Overview of Phonetic System. UT-Austin task.   
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3/2 EOP capítulo 5 (se pasivo/impersonal). SyS exercises.  
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3/7 GplC lecciones 7, 33-34 (se passive/impersonal).  
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3/9 Vocab lists. Comp 2 drafts due (GplC lecciones 18 & 24).  
  
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3/14 Midterm Exam or open.  
  
3/16 UT-Austin task. SyS exercises.   
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Spring Break  
  
  
3/28 La exposicion y la argumentación: GplC lecciones10-11-15-16-35-21 (subj/ind).  
 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
3/30 UT-Austin task. SyS exercises. Comp 2 due.  
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4/4 No Class. Work on interview transcription.  
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4/6 EOP capítulo 6 (subj/ind). 2nd interview transcription due.  
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4/11 GplC capítulo 5. SyS exercises. Vocab lists.   
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4/13 UT-Austin task. EOP pp 59-72.  
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4/18 GplC capítulo 6. SyS exercises.  
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4/20 EOP capítulo 8. Comp 3 draft due (GplC lecciones 30 y 36).  
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4/25 EOP capítulo 12. SyS exercises.  
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4/27 UT-Austin task. Schedule final OPI interviews.  
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5/2 COMP 3 due. Open.  
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5/4 Review/Open.  
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Final Exam: ¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬11 May (Thursday) 2015, 12:45 pm

**SPAN 48803. Indigenous Literatures of Mesoamerica, the Andes and the Amazon (Irregular). 3 Hours.**

A study of native oral narratives, literary texts and other writing forms in the Americas, from ancient times to the present, including the Andean Khipus, Mesoamerican Codices, and Amazonian mythic narratives. Prerequisite: [SPAN 31103](http://catalog.uark.edu/search/?P=SPAN%203113).

SPAN 20103 INTERMEDIATE SPANISH I FALL 2024

**Textbook:** Blanco. (2024). *Portales 2.0*: *Intermediate Spanish* (1st ed.). Vista Higher Learning.

**Supplements:** *Supersite* access code for *Portales 2.0*: *Intermediate Spanish* (1st ed.).

## Note: The student must bring the textbook (or e-book) to class.

**COURSE GOALS:** The goal of the elementary/intermediate Spanish language program is to enable students to achieve an appropriate level of competence in the five goal areas of Communication, Cultures, Connections, Comparison, and Communities, based on the American Council on the Teaching of Foreign Languages (ACTFL) *World-Readiness Standards for Learning Languages* and the *ACTFL Proficiency Guidelines* ([www.actfl.org](http://www.actfl.org/)). Upon completion of the elementary/intermediate program (10103 – 20203), it is expected that students will have achieved a novice high to intermediate low proficiency level, which means that they will be able to communicate and exchange information about familiar topics using simple sentences, and engage in short social interactions in everyday situations in Spanish.

Upon completion of SPAN 20103, Intermediate Spanish I, students will be able to do the following in each of the five goal areas:

Communication:

* Understand and communicate orally and in written form in Spanish about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Engage in short social interactions in everyday situations by asking and answering simple questions.

Cultures:

* Continue to use Spanish to investigate, explain, and reflect on the relationship between the practices, products and perspectives of Hispanic cultures.

Connections:

* Continue to build, reinforce, and expand their knowledge of other disciplines while using Spanish to develop critical thinking and solve problems creatively.
* Continue to access and evaluate information and diverse perspectives that are available through Spanish and Hispanic cultures.

Comparisons:

* Continue to use Spanish to investigate, explain, and reflect on the nature of language through comparisons of Spanish and their own language(s).
* Continue to use Spanish to investigate, explain, and reflect on the concept of culture through comparisons of Hispanic cultures and other cultures they are familiar with.

Communities:

* Continue to use Spanish both within and beyond the classroom to interact and collaborate in their community and the globalized world.
* Set and update goals and reflect on their progress in using Spanish for enjoyment, enrichment, and advancement.

These goals will be met in SPAN 20103 as students begin to learn to perform the following functions:

* Share ideas about sports, pastimes, and travel, and indicate how technology can be used with them.
* Relate life events and celebrations, and describe foods and their preparation.
* Narrate and report events in the past.
* Express wishes, doubts, feelings, and emotions.
* Link together and sequence simple and complex ideas.
* Review and reflect on authentic literary works and short films.
* Reinforce different listening strategies such as: predicting content and guessing meaning, recognizing the main idea and some details, and pinpointing specific information.
* Review and reflect on written texts focused on topics such as sports, pastimes, travel, and authentic literary works of the Spanish-speaking world. Combine different reading strategies such as: skimming and scanning (reading for the gist), determining the main idea, and starting to identify certain characteristics of different text types.
* Write different types of texts such as a personal profile, blog comment, and a magazine article. Develop different strategies in process writing such as: organizing ideas, linking words, supporting details, sequencing events, and peer editing.

Compare and contrast cultural themes and information from the United States, Mexico, Spain, Colombia, Panama, Cuba, and Puerto Rico **HELPFUL HINTS:** To reach the course goals, it will be necessary for each student to memorize vocabulary and verb forms and to use every opportunity to practice what the student has studied. It is important to keep up with daily assignments, since learning a new language is a cumulative process. Processing new information depends on having learned the previous material. The instructor can give hints on how to memorize and will provide the student with practice in listening/speaking in the classroom. In addition, the student should utilize the online tutorials provided by the textbook’s website. Generally, reading and writing practice will occur outside the classroom.

**Students are best served in courses corresponding to their proficiency skills in the target language. For this reason, the Department recommends placing advanced, native and heritage students in upper-level courses, based on their proficiency level. SPAN 20103 is not recommended for advanced, native or heritage speakers. Please contact a Spanish advisor for further information and for proper course placement.**

# BASIC SPANISH PROGRAM COMMUNICATION AND ETIQUETTE STATEMENT

In the four courses that comprise the Basic Spanish Program (SPAN 10103, SPAN 10203, SPAN 20103, and SPAN 20203), it is essential to maintain a high level of respect and professionalism in all interactions, both in person and via email. This includes:

**Courtesy with the Instructor:** Students should address their instructor with respect and professionalism. This applies to face-to-face interactions as well as email communications.

**Chain of Command:** If students have questions related to the procedures explained in the syllabus or about the course in general, their first point of contact should always be their instructor. It is important to follow the chain of command and not write to the Dean or the Department Chair for matters that can be resolved with the instructor.

**Devices / Punctuality and Presence:** Arriving late, leaving early, or using devices for activities unrelated to the course is considered disrespectful and will affect the student’s attendance grade. It is essential that all students arrive on time, stay for the entire class, and use their devices only for course-related purposes. If students are found using their devices for purposes other than coursework, it will result in a lowering of their class participation grade.

**Use of Tobacco and Vapes**: The use of tobacco products or vapes is strictly prohibited in the classroom. If any student is found using these products, they will be asked to leave the class immediately and will be reported under the “Code of Student Life and Academic Integrity Violations” to the Dean of Students Office.

By following these guidelines, students will contribute to creating a respectful and productive learning environment for everyone.

# COURSE COMPONENTS

**PARTICIPATION (5%):** Listening and speaking are skills that require consistent practice, making attendance and active participation in class essential. The participation grade, which constitutes 5% of the final grade, is determined by the effort exerted in answering questions and engaging in class activities, always utilizing the target language. It's imperative for students to read and study the assigned textbook pages before class, enabling them to comprehend the spoken Spanish and respond appropriately. This preparation will be reflected in the computation of the student’s participation grade. For further details on participation, please refer to the section "Devices / Punctuality and Presence" under COMMUNICATION AND ETIQUETTE.

**ATTENDANCE (5%):** All students are expected to attend every day and arrive on time. Absence from class will affect your attendance grade (5% of the final grade), as will tardiness, early departures, and regularly entering and leaving the room while class is in session. The student is allowed 3 unexcused absences during the semester, but s/he will lose points for every unexcused absence beyond the three allowed.

**Excused Absences:** In compliance with the University of Arkansas, the instructor of this course will follow the University’s definition of excused absences and will require that the student provides appropriate written documentation for any absence for which s/he wishes to be excused. The documentation must be presented ON THE FIRST DAY BACK TO CLASS after the absence. The following is a list of excused absences, as defined by the University of Arkansas (https://provost.uark.edu/faculty-handbook/2-academic-responsibilities/03.php):

* Illness of the student.
* Serious illness or death of a member of the student’s immediate family or other family crisis.
* University-sponsored activities for which the student’s attendance is required by virtue of scholarship or leadership / participation responsibilities.
* Religious observances (See [UA Religious Observances policy](http://catalog.uark.edu/undergraduatecatalog/academicregulations/#religiousobservancestext) for more info).
* Jury duty or subpoena for court appearance.
* Military duty

**Non-Excused Absences:** Please note that these are **not acceptable excused absences**: early-travel departure dates for vacations, weddings, attending other graduations, oversleeping, etc. **Now that you have read the attendance policy for the class**, if you have any questions about a planned absence that can be excused, please talk to your instructor.

**TAREA (10%):** For homework, students will be expected to read the textbook pages indicated in the course schedule, memorize vocabulary and grammar structures, watch videos, and complete a variety of exercises based on what was covered in class and what will be covered in the next class. Additionally, they must complete any exercises or worksheets assigned by the instructor. Activities in class will be based on these homework assignments. The digital assignments required for this class are indicated in the course schedule and in the ***Supersite***’s calendar. They must be completed **by midnight of the corresponding date.** All assignments selected for this course will allow the students to reinforce topics practiced in class and prepare them for upcoming topics.

***Supersite* (*Ss*):** Offers students a wealth of online resources and a supportive environment for completing homework assignments. It provides grammar tutorials, the e-book (electronic version of the textbook), verb charts, vocabulary flashcards, and many other resources.

***Supersite* Course Enrollment:** In order to enroll in your *Supersite* instructor’s course, you must follow the instructions posted in Blackboard and/or those that s/he already sent to you by email along with the **Course ID.** The instructions provide the necessary information to either participate in the University of Arkansas First-Day / Inclusive Access Program (“First Day Materials”) or to purchase the ***Supersite* Access Code** for this course.

**Note:** “Technical difficulties” will not be an acceptable excuse for incomplete assignments from the *Supersite*, so the student needs to make sure to avoid any such problems by completing the exercises in a timely manner. “Late assignments” will not be accepted, but with a valid written excuse they will not be counted against the student. The excuse must be presented ON THE FIRST DAY BACK

TO CLASS.

**GRADES:** The student should keep all returned, graded work until s/he receives his/her final grade.

## Composition of Final Grade

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Exam #1** | **15%** | **Quizzes** | **10%** | **Composition Exam** | **5%** | **Participation** | **5%** |
| **Exam #2** | **15%** | **Homework/Activities** | **10%** | **Oral Exam** | **5%** | **Attendance** | **5%** |
| **Exam #3** | **15%** | **Presentations & Posts** | **10%** | **Reading Exam** | **5%** |  | |

**IMPORTANT DATE: November 15th is the last date to drop and receive a W.**

**EVENTOS CULTURALES:** The cultural events sponsored by the Spanish and Latin American & Latino Studies Programs offer students an excellent chance to explore Spanish culture and hear from renowned speakers.

**COMPAÑERO DE CONVERSACIÓN:** An engaging and fun 30-minute conversation with a native speaker to help students improve their Spanish fluency.

**TERTULIA:** An exciting and relaxing hour of speaking Spanish with peers and instructors to deepen students' understanding of the language and Hispanic culture while practicing their speaking skills.

**SOCIAL MEDIA:** The Spanish program uses Instagram (@spanishuarkansas) to share relevant information about the language and upcoming events such as Tertulia, Compañero de conversación, Plaza de las Américas, and more. Students who use Instagram are encouraged to follow the Spanish program account from the start of the semester to stay informed.

**EXTRA HELP:** The Spanish Center offers free tutoring Monday, Wednesday, and Friday in JBHT 207. Times will be announced during the first week of class. The Foreign Language Office (KIMP 425 / 575-2951) has a list of names of possible paid Spanish tutors, and Spanish tutoring is also offered free of charge at the Center for Learning and Student Success ([http://class.uark.edu](http://class.uark.edu/) / 575-2885). However, it is important that the student seek the help of his/her instructor during the instructor’s office hours. If the student has a class or is otherwise occupied during the posted hours, most instructors will be flexible in trying to accommodate the student’s needs.

# UNIVERSITY POLICIES

**ACADEMIC HONESTY:** As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘**Academic Integrity Policy’** at https://honesty.uark.edu/policy. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor. The course instructor will report all violations to the Office of Academic Initiatives and Integrity as required by the University.

**GRADES:** The student should keep all returned, graded work until s/he receives his/her final grade.

## Composition of Final Grade

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Exam #1** | **15%** | **Quizzes** | **10%** | **Composition Exam** | **5%** | **Participation** | **5%** |
| **Exam #2** | **15%** | **Homework/Activities** | **10%** | **Oral Exam** | **5%** | **Attendance** | **5%** |
| **Exam #3** | **15%** | **Presentations & Posts** | **10%** | **Reading Exam** | **5%** |  | |

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**PRUEBAS (10%):** Quizzes are based on listening and reading comprehension, writing, culture, vocabulary, and grammar structures. Although only 2 quizzes (*Prueba del programa & Prueba de comprensión auditiva*) are already scheduled in the course calendar, your instructor will determine which specific days the rest of the quizzes will be scheduled. If the student is absent on the day of a quiz, s/he will receive a zero unless s/he presents the instructor with a valid excuse ON THE FIRST DAY BACK TO CLASS. The quizzes given during the semester cannot be made up, but with a valid excuse the missed quiz will not be counted against the student.

**REPASOS PARA LOS EXÁMENES:** The exams’ reviews and their answers will be posted on Blackboard. Although completing the reviews and verifying the answers with the ones posted by the instructor is not part of the total class grade, it is highly recommended. The day before an exam, only 10 minutes will be exclusively dedicated for students to ask questions regarding the exam review’s answers. Students are expected to come prepared for that class portion by reviewing the material provided.

**EXÁMENES (45%):** Each exam will have sections that test listening and reading comprehension, writing, vocabulary, and grammar structures. Dictionaries, translators, cell phones and notes may not be used during exams or any other testing situations. Absence from an exam is a serious matter and will result in a zero unless the student presents the instructor with a valid written excuse ON THE FIRST DAY BACK TO CLASS. Exams must be made up as soon as possible after consultation with the instructor. Please refer to “Excused Absences.”

**PRESENTACIONES (8%):** Each student will do four short presentations (3 to 5’ long) to a small group of classmates. The themes will be related to either the cultural notes presented throughout the current chapters and/or topics suggested by the instructor. During the presentations, all students will be assessed in their role as presenters as well as their role as audience. If the student is absent on the day of a presentation, s/he will receive a zero unless s/he presents the instructor with a valid excuse ON THE FIRST DAY BACK TO CLASS. The presentation can only be made up (virtually) after consultation with the instructor. Please refer to “Excused Absences.”

**Presentation Posts (2%):** After completing a presentation, each student is required to post a short entry on the topic that has been presented in class and reply to at least one of the classmates’ posts. The instructor will determine the length of the posts and the digital platform used for this assessment. Each student is required to follow the Presentation Post procedure 4 times during the semester.

**Note:** “Technical difficulties” will not be an acceptable excuse for incomplete posts (and replies), so students need to make sure to avoid any such problems by completing these assessments in a timely manner. “Late posts (and replies)” will not be accepted, but with a valid written excuse they will be exempt. The excuse must be presented ON THE FIRST DAY BACK TO CLASS. **EXAMEN ORAL (5%):** The student will take an oral exam during the week indicated on the syllabus. The exam will take approximately 5 minutes. The student’s answers should be **in complete sentences (in Spanish) using vocabulary and grammar that have been taught in class**. The questions will be related to familiar situations as those that are found in ANY of the chapters studied during the semester. During the exam, the student may not use notes of any kind. The Oral Exam is graded on pronunciation, fluency, grammatical accuracy, vocabulary, and the ability to understand and also to be understood. **Instructions will be provided by the instructor.**

**EXAMEN DE LECTURA (5%):** This *examen de lectura* is done online in Blackboard. The instructor will provide the instructions. This assessment will allow the instructor to evaluate the student’s pronunciation, fluency, intonation and stress. The participation in class, the five reading and pronunciation lessons, and the audio files of each lesson posted in Blackboard will serve as practice for the *examen de lectura*.

**Note:** “Technical difficulties” will not be an acceptable excuse for not submitting the reading assessment, so the student needs to make sure to avoid any such problems by completing these assessments in a timely manner. “A late reading exam” will not be accepted, but with a valid written excuse it can be made up.

**EXAMEN DE COMPOSICIÓN (5%):** This exam will be done in class in the day indicated on the syllabus. The topics will be announced and posted on Blackboard. The vocabulary and grammar from specific chapter(s) will be stressed. The use of dictionaries is not permitted. **Needless to say, students must do their own individual work exclusively on compositions and all other graded material turned in for the course. In this area, as in all others, instances of academic dishonesty, cheating, or plagiarizing (presenting the product of another person’s mind as your own, receiving help from other than your own instructor, and, or using electronic translators) will be handled in accordance with the guidelines established in the University of Arkansas Undergraduate Studies Catalogue and in the Student Handbook**. Absence from the Composition Exam is a serious matter and will result in a zero unless the student presents the instructor with a valid written excuse ON THE FIRST DAY BACK TO CLASS. The composition exam must be made up as soon as possible after consultation with the instructor.

# ESSENTIAL GRADING POLICIES AND SUPPORTIVE RESOURCES

**REGARDING NOTE SELLING AND DISTRIBUTING:** There are companies that will try to lure you into selling the notes you take in this class. Don't let these companies take advantage of you. Selling notes to any commercial service will be considered a violation of intellectual property rights and/or copyright law as well as a violation of the U of A's academic integrity policy. Continued enrollment in this class signifies intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

**SPECIAL ACCOMMODATIONS:** Students registered with the Center for Educational Access ([http://cea.uark.edu](http://cea.uark.edu/) / 575- 3104) will be given suitable accommodations as prescribed by that office. It is the responsibility of the student to notify the instructor of these accommodations at the beginning of the semester and any time thereafter when they are to be utilized. If the student is not registered with the Center, we cannot give him/her any accommodations.

**INCLEMENT WEATHER POLICY:** The instructor will make every effort to conduct class. In the case of severe weather or in the event that buses are not running, absences will be excused. It is the student’s responsibility to call the university weather line (575-7000) or check the main website to see if the university is closed.

**EMERGENCY PROCEDURES:** Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at **emergency.uark.edu**.

## Severe Weather (Tornado Warning):

* Follow the directions of the instructor or emergency personnel.
* Seek shelter in the basement or 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 lowest 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 (CADD):

- **CALL-** 9-1-1

* **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* **DENY-** Barricade the door with desk, chairs, bookcases or any 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.

**BASIC SPANISH PROGRAM FACE-TO-FACE COURSES FALL 2024 STATEMENT**

The Basic Spanish Program, composed of SPAN 10103, SPAN 10203, SPAN 20103, and SPAN 20203, continues its regular face-to-face procedures during this semester while being in compliance with the current University’s policies. The guidelines regarding attendance and class recording are:

**ATTENDANCE:** The Basic Spanish Program face-to-face courses attendance policies are detailed in page #2 of this syllabus. As stated above, these attendance policies are in compliance with the current University’s policies.

**CLASS RECORDING:** The current University’s policies state that instructors are not required to record their face-to- face courses. Therefore, the Basic Spanish Program face-to-face classes will not be recorded. If a student misses class, s/he will follow the procedures detailed in ATTENDANCE (page #2).

**“The Spanish Program reserves the right to modify its four face-to-face courses’ syllabi in terms of topics covered, assessments dates, etc., and/or new policies implemented by the University.”**

**SPAN 20103 - INTERMEDIATE SPANISH I - FALL 2024 - SCHEDULE**

|  |  |  |
| --- | --- | --- |
| **DATES** | **TOPICS & ASSESSMENTS**  **Study the pages indicated “before” coming to class.** | **HOMEWORK**  **Textbook (Tb) - *Supersite* (Ss)**  **- *Blackboard* (Bb)** |
| **SEMANA #1** | | |
| 8/19 | **Introducción al curso**  **Discusión: *Why learning a second language might impact your…?*** | Repasar: Estructuras #A (Bb) Leer: pp. 1-9 / 40 (Tb) Hacer: tarea en *Supersite* (Ss)  Ver: Fotonovela #1 (Ss) |
| 8/21 | **Prueba del programa (Syllabus) Capítulo #1: Las relaciones personales**  pp. 1-5 / 40 Vocabulario  pp. 6-9 Fotonovela #1 | Repasar: Estructuras #B (Bb) Leer: pp. 10-12 / 14-17 (Tb) Hacer: tarea en *Supersite* (Ss) |
| 8/23 | pp. 10-12 El mundo hispano  pp. 14-17 El presente del indicativo | Repasar: Estructuras #C (Bb) Leer: pp. 13 / 18-21 (Tb) Hacer: tarea en *Supersite* (Ss)  Ver: Fc #1 (Ss) |
| **SEMANA #2** | | |
| 8/26 | pp. 13 El mundo hispano: flash cultura (Fc #1)  pp. 18-21 Los verbos *ser* y *estar* | Leer: pp. 22-29 (Tb)  Hacer: tarea en *Supersite* (Ss) Ver: Cinemateca #1 (Ss) |
| 8/28 | pp. 22-25 El presente progresivo  pp. 26-29 Cinemateca #1: *Di algo* | Leer: pp. 35-39 (Tb)  Hacer: tarea en *Supersite* (Ss) |
| 8/30 | pp. 35-38 Lectura - *Sonia Sotomayor: la niña que soñaba*  pp. 39 ¡A conversar! & ¡A escribir! | Releer: pp. 10-13 / 35-38 (Tb) Hacer: tarea en *Supersite* (Ss) |
| **SEMANA #3** | | |
| 9/2 | **Labor Day Holiday - No Classes** |  |
| 9/4 | **Presentaciones culturales #1** (pp. 10-13 / 35-38 El mundo hispano & Lectura)\*  *Recapitulación*\*\* | **Post #1 (Bb)**  Leer: pp. 41-49 / 80 (Tb) Hacer: tarea en *Supersite* (Ss)  Ver: Fotonovela #2 (Ss) |
| 9/6 | **Capítulo #2: Las diversiones**  pp. 41-45 / 80 Vocabulario  pp. 46-49 Fotonovela #2 | Leer: pp. 50-52 / 54-57 (Tb) Hacer: tarea en *Supersite* (Ss) |
| **SEMANA #4** | | |
| 9/9 | pp. 50-52 El mundo hispano  pp. 54-57 Los pronombres | Leer: pp. 53 / 58-61 (Tb) Hacer: tarea en *Supersite* (Ss)  Ver: Fc #2 (Ss) |
| 9/11 | pp. 53 El mundo hispano: flash cultura (Fc #2)  pp. 58-61 El verbo *gustar* y otros verbos similares | Leer: pp. 62-69 (Tb)  Hacer: tarea en *Supersite* (Ss) Ver: Cinemateca #2 (Ss) |
| 9/13 | pp. 62-65 Los verbos reflexivos  pp. 66-69 Cinemateca #2: *Campeón* | Leer: pp. 75-79 (Tb)  Hacer: tarea en *Supersite* (Ss) |
| **SEMANA #5** | | |
| 9/16 | pp. 75-78 Lectura - *El toreo: ¿cultura o tortura?*  pp. 79 ¡A conversar! & ¡A escribir! | Releer: pp. 50-53 / 75-78 (Tb)  Hacer: tarea en *Supersite* (Ss) Respuestas del Repaso #1 (Bb) |
| 9/18 | **Presentaciones culturales #2** (pp. 50-53 / 75-78 El mundo hispano & Lectura)\*  ¿Preguntas sobre el Repaso #1? (10’)\*\*\* | **Post #2 (Bb)**  Hacer: tarea en *Supersite* (Ss) |
| 9/20 | **EXAMEN #1** (Capítulos #1 y #2) | Leer: pp. 81-89 / 120 (Tb)  Hacer: tarea en *Supersite* (Ss) Ver: Fotonovela #3 (Ss) |
| **SEMANA #6** | | |
| 9/23 | **Capítulo #3: La vida diaria**  pp. 81-85 / 120 Vocabulario  pp. 86-89 Fotonovela #3 | Leer: pp. 90-92 / 94-97 (Tb) Hacer: tarea en *Supersite* (Ss) |

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| 9/25 | pp. 90-92 El mundo hispano  pp. 94-97 El pretérito | Leer: pp. 93 / 98-101 (Tb) Hacer: tarea en *Supersite* (Ss)  Ver: Fc #3 (Ss) |
| 9/27 | pp. 93 El mundo hispano: flash cultura (Fc #3)  pp. 98-101 El imperfecto | Leer: pp. 102-109 (Tb) Hacer: tarea en *Supersite* (Ss)  Ver: Cinemateca #3 (Ss) |
| **SEMANA #7** | | |
| 9/30 | pp. 102-105 El pretérito y el imperfecto  pp. 106-109 Cinemateca #3: *Adiós mamá* | Leer: pp. 115-119 (Tb) Hacer: tarea en *Supersite* (Ss) |
| 10/2 | pp. 115-118 Lectura - *Patios, balcones y terrazas de España*  pp. 119 ¡A conversar! & ¡A escribir! | Leer: pp. 121-129 / 162 (Tb)  Hacer: tarea en *Supersite* (Ss) Ver: Fotonovela #4 (Ss) |
| 10/4 | **Capítulo #4: La salud y el bienestar**  pp. 121-125 / 162 Vocabulario  pp. 126-129 Fotonovela #4 | Leer: pp. 130-132 / 134-139 (Tb)  Hacer: tarea en *Supersite* (Ss) |
| **SEMANA #8** | | |
| 10/7 | pp. 130-132 El mundo hispano  pp. 134-139 El presente del subjuntivo en cláusulas sustantivas  [Presente del indicativo vs. Presente del subjuntivo (en cláusulas sustantivas)] | Leer: pp. 133 / 140-143 (Tb)  Hacer: tarea en *Supersite* (Ss) Ver: Fc #4 (Ss) |
| 10/9 | pp. 133 El mundo hispano: flash cultura (Fc #4)  pp. 140-143 El imperativo - Los mandatos | Leer: pp. 144-151 (Tb)  Hacer: tarea en *Supersite* (Ss) Ver: Cinemateca #4 (Ss) |
| 10/11 | pp. 144-147 Las preposiciones *por* y *para*  pp. 148-151 Cinemateca #4: *Atrapado* | Leer: pp. 157-161 (Tb) Hacer: tarea en *Supersite* (Ss) |
| **SEMANA #9** | | |
| 10/14 | **Fall Break - No Classes** |  |
| 10/16 | pp. 157-160 Lectura - *Colombia gana la guerra a una vieja enfermedad*  pp. 161 ¡A conversar! & ¡A escribir! | Releer: pp. 130-133 / 157-160 (Tb)  Hacer: tarea en *Supersite* (Ss) Respuestas del Repaso #2 (Bb) |
| 10/18 | **Presentaciones culturales #3** (pp. 130-133 / 157-160 El mundo hispano & Lectura)\*  ¿Preguntas sobre el Repaso #2? (10’)\*\*\* | **Post #3 (Bb)**  Hacer: tarea en *Supersite* (Ss) |
| **SEMANA #10** | | |
| 10/21 | **EXAMEN #2** (Capítulos #3 y #4) | Leer: pp. 163-171 / 202 (Tb) Hacer: tarea en *Supersite* (Ss)  Ver: Fotonovela #5 (Ss) |
| 10/23 | **Capítulo #5: Los viajes**  pp. 163-167 / 202 Vocabulario  pp. 168-171 Fotonovela #5 | Leer: pp. 172-174 / 176-179 (Tb)  Hacer: tarea en *Supersite* (Ss) |
| 10/25 | pp. 172-174 El mundo hispano  pp. 176-179 El comparativo y el superlativo | Leer: pp. 175 / 180-183 (Tb)  Hacer: tarea en *Supersite* (Ss) Ver: Fc #5 (Ss) |
| **SEMANA #11** | | |
| 10/28 | pp. 175 El mundo hispano: flash cultura (Fc #5)  pp. 180-183 Expresiones afirmativas, negativas e indefinidas | Leer: pp. 184-191 (Tb) Hacer: tarea en *Supersite* (Ss)  Ver: Cinemateca #5 (Ss) |
| 10/30 | pp. 184-187 El presente del subjuntivo en cláusulas adjetivales  [Presente del indicativo vs. Presente del subjuntivo (en cláusulas adjetivales)]  pp. 188-191 Cinemateca #5: *Volamos hacia Miami* | Leer: pp. 197-201 (Tb) Hacer: tarea en *Supersite* (Ss) |
| 11/1 | pp. 197-200 Lectura - *La ruta maya*  pp. 201 ¡A conversar! & ¡A escribir! | Leer: pp. 203-211 / 242 (Tb)  Hacer: tarea en *Supersite* (Ss) Ver: Fotonovela #6 (Ss) |
| **SEMANA #12** | | |
| 11/4 | **Capítulo #6: La naturaleza**  pp. 203-207 / 242 Vocabulario / pp. 208-211 Fotonovela #6 | Leer: pp. 212-214 / 216-219 (Tb)  Hacer: tarea en *Supersite* (Ss) |
| 11/6 | pp. 212-214 El mundo hispano  pp. 216-219 El futuro | Leer: pp. 215 / 220-223 (Tb) Hacer: tarea en *Supersite* (Ss)  Ver: Fc #6 (Ss) |

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| 11/8 | pp. 215 El mundo hispano: flash cultura (Fc #6)  pp. 220-223 El presente del subjuntivo en cláusulas adverbiales  [Presente del indicativo vs. Presente del subjuntivo (en cláusulas adverbiales)] | Leer: pp. 224-231 (Tb) Hacer: tarea en *Supersite* (Ss)  Ver: Cinemateca #6 (Ss) |
| **SEMANA #13** | | |
| 11/11 | pp. 224-227 Las preposiciones *a*, *hacia* y *con*  pp. 228-231 Cinemateca #6: *El dorado de Ford* | Leer: pp. 237-241 (Tb) Hacer: tarea en *Supersite* (Ss)  Respuestas del Repaso #3 (Bb) |
| 11/13 | pp. 237-240 Lectura - *La conservación de Vieques*  pp. 241 ¡A conversar! & ¡A escribir!  ¿Preguntas sobre el Repaso #3? (10’)\*\*\* | Hacer: tarea en *Supersite* (Ss)  **Friday 11/15:**  **last day to drop with a “W”** |
| 11/15 | **EXAMEN #3** (Capítulos #5 y #6) | Releer: pp. 212-215 / 237-240 (Tb) |
| **SEMANA #14** | | |
| 11/18 | **EXAMEN ORAL** | **EXAMEN DE LECTURA (Bb)** |
| 11/20 |
| 11/22 |
| **SEMANA #15** | | |
| 11/25 | **Presentaciones culturales #4** (pp. 212-215 / 237-240 El mundo hispano & Lectura)\*  *Recapitulación*\*\* | **Post #4 (Bb)**  Hacer: tarea en *Supersite* (Ss) |
| 11/27 | **Thanksgiving Break - No Classes** |  |
| 11/29 | **Thanksgiving Holiday - No Classes** |  |
| **SEMANA #16** | | |
| 12/2 | **Prueba de comprensión auditiva**  Revisión y práctica de escritura para el examen de composición |  |
| 12/4 | **COMPOSICIÓN** |  |
| 12/6 | **Reading Day - No Classes** |  |
| **¡FELICITACIONES!** | | |
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| **\*The instructor might suggest other possible topics for the presentations.**  **\*\*If time allows, “Recapitulación” will be a review and/or presentation of additional aspects of the notes covered in the corresponding El mundo hispano and Lectura sections.**  **\*\*\*These 10’ are exclusively dedicated for students to ask questions regarding the Exam Review’s Answers posted in Bb.**  **Students are expected to come prepared for that class portion by reviewing the material provided.** | | |

# UNIVERSIDAD DE ARKANSAS

PROGRAMA DE ESPAÑOL

PANORAMA DE LA LITERATURA Y CULTURA LATINOAMERICANAS I

DE LA COLONIA AL ROMANTICISMO (1492-1870)

SPAN 41303

Jueves 3:30-6:00 pm

Old Main 423

Prof. Luis Fernando Restrepo

[lrestr@uark.edu](mailto:lrestr@uark.edu)

Horas de consulta: Jueves 2:00-3:00 pm o con cita previa

DESCRIPCION Y OBJETIVOS DEL CURSO

Este es un curso panorámico de la historia literaria y cultural de Hispanoamérica desde la colonia hasta mediados del siglo XIX. El curso está organizado cronológicamente y da cuenta de la experiencia americana de los principales movimientos culturales occidentales, el renacimiento, el barroco, la ilustración y el romanticismo, así como la experiencia de la heterogénea sociedad hispanoamericana.

Con base en una selección de textos y materiales primarios y varios documentos de apoyo, se espera que los estudiantes obtengan una compresión más amplia y profunda de la historia hispanoamericana y que desarrollen la capacidad de lectura y escritura críticas. Se fomenta la apreciación de las formas estéticas y una reflexión ética ante las diferentes problemáticas sociales del continente que se remontan al periodo colonial pero que aún tienen importancia en el mundo de hoy. En últimas, se trata de ver ¿qué significa este legado para nosotros en un mundo marcado por las desigualdades, el desarraigo, y la destrucción ambiental que ha causado la modernidad/colonialidad?

Al final del curso, los estudiantes podrán:

\*identificar una decena de escritores e intelectuales latinoamericanos del periodo

\*dar cuenta de los principales movimientos culturales

\*analizar competentemente textos primarios de la época

\*desarrollar reflexiones críticas y éticas ante el legado cultural hispanoamericano

\*considerar el aporte de las humanidades al desarrollo individual y social

\*mejorar la capacidad de comprensión de lectura en castellano, expresión oral, y escritura

TEXTOS Y DOCUMENTOS

-Ortega, Julio, et al. *Letras de Hispanoamérica.* Vista Higher Learning, 2014.

-selección de textos y documentos en Blackboard

## REQUISITOS DEL CURSO

**PARTICIPACION**. Se requiere una participación que evidencie la preparación de los textos asignados y que aporte positivamente a la temática del curso, bien sea con comentarios o preguntas. Como es un curso semanal, mas de dos ausencias sin justificación afectarán la calificación de la participación. Para mitigar la ausencia, pueden escribir un breve reporte (1-2pp) sobre las lecturas asignadas y entregarlo al instructor via email antes de la siguiente clase.

Seguir las recomendaciones de la Universidad en cuanto precauciones para el COVID.

**FORO.** Los foros en Blackboard (discusión board) abordan preguntas de comprensión de lectura, análisis e interpretación sobre cada una de las unidades del curso. Es necesario participar en cada unidad. En los foros lo importante es el desarrollo de ideas, no se califica ni la gramática ni la ortografía.

**ENSAYO** **CRITICO**. En este curso los estudiantes deberán escribir un ensayo de reflexión o análisis de alguno de los textos y temas del curso u otro material relacionado.

PAUTAS PARA LA ELABORACION DEL ENSAYO

Enfoque (identificar claramente la pregunta de tesis)

Justificación (por qué es importante el tema)

Demostrar comprensión del texto y su contexto

Sustentación de argumentos (citas, referencias, bibliografía de apoyo)

Organización y desarrollo del ensayo

Calidad de la escritura (gramática, ortografía, claridad)

Entrega en la fecha requerida (penalidad de 10-30 puntos por retraso)

Formato:

Extensión: 1250-1500 palabras. Estilo MLA.

Archivo en Word con apellido “EnsayoLópez.doc”

SENIOR WRITING REQUIREMENT. Los estudiantes de español que quieran usar el ensayo de esta clase, deberán ampliar el trabajo siguiendo estas pautas:

Students will complete the Senior Writing Requirement with one or two short papers submitted in pre-approved 4000 level Spanish courses. Students will consult with the instructor to select the most appropriate writing projects to fulfil this requirement. Papers must have received A or B letter grade and the instructor may require necessary revisions to meet the requirement before final submission.

Qualifying papers could be:

1. A single topic paper of 8-10 pages (3,000 words, approximately) including bibliography.
2. Two 4-6 page papers (1,500 words each, approximately) including bibliography.
3. Papers must follow Modern Language Association (MLA) Guidelines for Research Papers, including

* Header: student name, id number, professor, course number, date
* Paper title and the following statement: “Paper submitted to fulfil the Spanish Senior Writing Requirement”
* Analysis of a topic appropriate for the discipline, following standards for inquiry in the humanities (examining historical, social, cultural perspectives; interpreting texts and cultural artifacts; based on a theoretical approach; and critically engaging existing scholarship on the topic).
* A uniform in-text citation style to support assertions and accredit sources in the paper.
* A reference section of works cited containing at les 5-8 academic sources (e.g. scholarly articles, books, and other appropriate sources).
* All papers must be written in Spanish. Quotations may be rendered in the original language.
* Jointly written papers are not acceptable for this requirement.

*Atención al código de integridad académica de la universidad. Cualquier violación será reportada y sancionada con un F.*

**PROYECTO MEMORIA ABIERTA. LOS USOS DEL PASADO**. Los recursos tecnológicos permiten democratizar el conocimiento y abarcar públicos más allá del privilegiado espacio de la Universidad. Por esto, se trata de desarrollar un proyecto de humanidades para un público general. En parejas, desarrollar un podcast de 20 minutos sobre un tema relacionado con el pasado colonial hispanoamericano, para presentar el último día de clase. (8 de diciembre).

Los podcasts deben entregarse junto con un ensayo sobre el proyecto que debe incluir los siguientes puntos:

1. Breve descripción
2. Objetivos
3. Tipo de audiencia
4. Justificación. Importancia del tema hoy día
5. Fuentes usadas
6. Distribucción del trabajo y reflexión sobre la experiencia de la colaboración
7. Reflexiones sobre los usos de la tecnología, impacto estético, estrategias retóricas y pedagógicas
8. Fuentes y referencias

Extensión 1,000-1250 palabras

**EXAMENES.** Habrá dos exámenes que evaluarán la comprensión de los textos y las temáticas. Ambos exámenes serán presenciales, de libro abierto, para completar individualmente. Los exámenes tendrán dos secciones: preguntas de comprensión y una pregunta de análisis y /o reflexión en forma de ensayo. El examen parcial se enfoca en el material estudiado en la primera mitad del semestre. El examen final se enfoca en lo estudiado en la segunda mitad del semestre y unos capítulos adicionales de la novela *María.*

CALIFICACIONES

PARTICIPACION 10%

FOROS (6) 20%

ENSAYOS CRITICO 20%

PROYECTO MEMORIA 20%

EXAMENES (2) 30%

EVALUACIÓN

SOBRESALIENTE 90-100 (A)

BUENO 80-89 (B)

ADECUADO 70-79

DEFICIENCIAS 60-69

REPROBADO 0-59

CALENDARIO DE LECTURAS Y ACTIVIDADES EN BLACKBOARD

FECHAS IMPORTANTES

EXAMEN PARCIAL Jueves 20de octubre

ENSAYO CRITICO Jueves 3 de noviembre

PROYECTO MEMORIA ABIERTA Jueves 8 de diciembre

EXAMEN FINAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| UNIDAD I: Voces de las culturas americanas originarias | | |
| TEMAS  \*la diversidad en las formas de escritura  \*más allá del sentido de literatura universal  \*La América indígena de ayer y de hoy | | |
| FECHA | TEMA/LECTURA | CAPITULOS/PAGINAS |
| 25 de agosto | Literatura nahuatl, maya y quechua | Letras cap. 1 1-33 |

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| --- | --- | --- |
| UNIDAD II: RENACIMIENTO Y COLONIALISMO | | |
| TEMAS  \*Modernidad y colonialidad  \*Eurocentrismo e imaginarios coloniales  \*Los conquistadores y sus relaciones  \*La guerra justa | | |
| FECHA | TEMA/LECTURA | CAPITULOS/PAGINAS |
| 2 de sept. | Colon y Cortés  Imaginarios coloniales | Cap 2, pp 35-57  Blackboard |
| 8 de sept. | Cabeza de Vaca. De la Florida a Texas | Blackboard. Proemio , cap 3,4,10,15 |
| 15 de sept. | Cabeza de Vaca. De Texas a Culiacán | 19,20,21,31,34 |
| 22 de sept. | Las Casas  *También la Lluvia (*Iciar Bollain, 2010) | *Letras*, 70-75 |
| 29 de sept. | Adorno, “Debates sobre la Conquista”  Ercilla, *La araucana*  Taller de paleografía | *Blackboard*  *Letras,* 76-87  Blackboard |

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| --- | --- | --- |
| UNIDAD III: LA EXPERIENCIA INDIGENA Y AFRICANA | | |
| TEMAS  \*La riqueza natural y el intercambio colombino  \*La esclavitud | | |
| FECHA | TEMA/LECTURA | CAPITULOS/PAGINAS |
| 6 de oct | Inca Garcilaso, *Comentarios reales*  Guaman Poma, *Nueva corónica* | *Letras 82-,87*  Blackboard |
| 13 de oct. | Sandoval, “los armazones”  Gates, H.L. *Black in Latin America* (video) | Blackboard |
| 20 de oct. | **EXAMEN PARCIAL**  Actividad |  |

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|  | EXAMEN FINAL |  |

ANUNCIOS Y ADVERTENCIAS

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| PAUTAS PARA LA LECTURA  \*Las republicas americanas, continuidades y rupturas con el orden colonial  \*El contexto internacional (Francia, EEUU, Inglaterra), Napoleón  \*la igualdad abstracta y las exclusiones concretas | | |
| FECHA | TEMA/LECTURA | CAPITULOS/PAGINAS |
|  |  |  |
| 10 de nov. | La Independencia política y cultural.  Bolívar y Bello | *Letras,* 107-137 |
| |  |  |  | | --- | --- | --- | | SEMANA 8 UNIDAD V: LA ILUSTRACION EN AMERICA | | | | PAUTAS PARA LA LECTURA  \*La ilustración y los derechos del hombre y ciudadano  \*La ilustración y la ciencia  \*El arte neoclásico. Buscar obra de arte, música, arquitectura  \*La ciencia, el arte y la colonización de la naturaleza | | | | FECHA | TEMA/LECTURA | CAPITULOS/PAGINAS | | |  |  |  | | --- | --- | --- | | UNIDAD IV: EL BARROCO AMERICANO | | | | TEMAS  \*El barroco en las artes  \*El barroco y la contrarreforma  \*La mujer en la colonia  \*La heterogeneidad de la sociedad colonial | | | | FECHA | TEMA/LECTURA | CAPITULOS/PAGINAS | | 27 de oct. | El barroco  Sor Juana Inés de la Cruz  Los cuadros de castas | *Letras* 88-95  Blackboard |   3 de nov. | Humboldt y las expediciones botánicas  Paisajes de las Américas (Crystal Bridges)  **ENTREGA DEL ENSAYO CRITICO** | Blackboard |   17 de noviembre | Isaacs, *María* |  |
| 1 de diciembre | Isaacs,*María* |  |
| 8 de diciembre | Ultimo dia de clase  Presentación de proyectos  Repaso para el examen final |  |

**SOCIAL MEDIA:** The Spanish program will be using Facebook, Twitter, Skype and any other effective social media to stay connected with students and advertise upcoming departmental events. Also, relevant information about the language and its benefits will be advertised. Please check the bulletin boards and/or ask the instructor how to get involved with this part of the program. (Facebook, Twitter and Skype: "Spanish U Arkansas")

**ACADEMIC HONESTY:** As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘**Academic Integrity Policy’** which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

**EXTRA HELP:** The Spanish Center offers free tutoring Monday to Friday from 1.30 p.m. to 3.30 p.m. in JBHT 207. The Foreign Language Office (KIMP 425 / 575-2951) has a list of names of possible paid Spanish tutors, and Spanish tutoring is also offered free of charge at the Center for Learning and Student Success (http://class.uark.edu / 575-2885).  However, it is important that the student seek the help of his/her instructor during the instructor’s office hours. If the student has a class or is otherwise occupied during the posted hours, most instructors will be flexible in trying to accommodate the student’s needs.

**SPECIAL ACCOMMODATIONS:** Students registered with the Center for Educational Access (http://cea.uark.edu / 575-3104) will be given suitable accommodations as prescribed by that office. It is the responsibility of the student to notify the instructor of these accommodations at the beginning of the semester and any time thereafter when they are to be utilized. If the student is not registered with the Center, we cannot give him/her any accommodations.

**Latin American Civilization  
SPAN 42203**

Professor: Dr. Luis Fernando Restrepo  
Email: lrestr@uark.edu

Office: Kimpel Hall 616

Office hours spring 2023: Mondays 1-3pm or by appointment.

Regular communication will be through email. Weekdays emails will be answered within 24 hours, weekend emails will be answered within 48 hours. In case you need to meet with the instructor it is recommended to arrange an appointment beforehand, specially if it is outside the office hours. During the posted office hours, the instructor will be available on a first come first serve basis, unless there is a previous appointment hour set.

**Important note**

* Please take your time to read this syllabus before you take this class and make sure you understand every single activity, assignment, and requirement.
* **Please, keep in mind that the midterm will be** **proctored**. **In order to proceed you will have to register them 72 hours before with Proctor U**, following the instructions provided to you in the START HERE section.

**Materials**

* Priscilla Gac-Artigas y Gustavo Gac-Artigas, *Hoja de ruta, cultura y civilización de Latinoamérica*, Academic Press ENE, 7ma ed. 2016.

**Course Description**

* **Latin American Culture and Civilization**(**SPAN 42203)** is a general overview focused on the history, culture, and intellectual traditions and institutions of Latin America (including the Caribbean area). Given the complexity and amount of information related to such a course, we will concentrate in some particular moments that seem to express the specificities of Latin American civilization: Discovery and Conquest, the Colonial period, the Bourbonic Reforms, the Independence revolutions, the consolidation of the new nation-states, the processes of pacification, urbanization, and modernization; the Mexican and Cuban revolutions, and the last dictatorships and civil wars in the Southern Cone and Central America, by the end of the 20th century. The course will conclude with a short unity on globalization and neoliberalism as they define the current socio-economic situation of Latin America in the 21st century.

**General Objectives of the Course**

* To acquire a general yet complex understanding of Latin American history, from the Conquest to the current process of globalization
* To identify the main processes shaping the current situation of Latin America
* To recognize different cultural, linguistic, ethnic, gender, and socio-political elements at work in the history and current realities of Latin America
* To understand the historical and current political and social movements in Latin America and their fights, goals, and failures
* To reinforce cultural aspects related to language acquisition (Spanish), in order to obtain a better understanding of the historical production of social discourses
* To facilitate students with the necessary tools to situate themselves in the current reality of Latin America, which in turn will enhance the processes of language and cultural immersion

**General Procedures of the Course**

* During this semester your will read and work mainly but not only with the textbook chosen for the class; frequently the instructor will post complementary material on Blackboard and you are responsible for reading that material on time.
* In line with the course objectives, it is crucial that you do the readings, writing assignments, quizzes, etc., as they appear on the syllabus.
* We encourage you to set aside a significant amount of time for reading and studying Latin American social and cultural history. Remember that historical processes are complex in nature and require time and perseverance to be understood.
* Be sure to read the assigned pages in your book and additional materials in blackboard according to the syllabus. Doing so will help you with building a better picture of the class.
* Reading, writing and watching videos and movies in Spanish are essential components of our class and will be graded accordingly. Working or consulting with another student, a tutor or a native speaker on any graded assignment is **not permitted** and go against your own interest.
* Finally, remember it is important that you check your email and blackboard frequently. Assignments, tests and other activities will not be accepted after **Sunday midnight** of the corresponding week.

**Quizzes**

* There will be 6 comprehensive quizzes based on the reading assignments.

**Reading tests**

* There will be 2 reading tests that will cover study guides assigned by the instructor on the textbook and other complementary materials. The difference with quizzes is that reading tests require more writing and elaboration.

**Midterm Exam**

* There will be a mid-term exam, involving identifications, definitions, short answers and essay questions based upon the material cover in the weekly sessions, in the book and in the complementary materials assigned by the instructor. The midterm exam will be proctored.

**Final Essay**

The student will present a research/analytical paper about a topic, character, or movement relevant to the history, culture, intellectual traditions or institutions of Latin America. This paper shall demonstrate the student’s competency in research and writing by composing, under the professor’s supervision, a product that evidences qualities of basic scholarship, writing ability, and analysis in Spanish. The essay should have 5-7 pages (including bibliography), double space, using Times New Roman, size 12.

More detailed rubrics for the essay are provided in the essay submission prompt.

**Academic Honesty**

* As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s **Academic Integrity Policy,** which may be found at <http://provost.uark.edu/> . Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

**Remember that…**

* Exam dates and other assignments are on the syllabus and are to be submitted by the assigned date, which in general will be by Sunday-midday of the respective week.
* **In general, no late homework or make-ups** **for quizzes, exams, etc. will be given for anybody.**Only exceptionally the instructor could accept late submissions but only under excruciating circumstances (which will depend exclusively on the instructor’s decision).
* Reading and understanding literature in Spanish requires a great deal of practice and patience; and it is important to dedicate an adequate amount of time to meet this goal.
* Participation and reading are crucial. As the instructor, I expect a fluent communication with each one of you, by email, according to the specific situation. I will be checking and updating the content of the class every weekend and if needed, I will be contacting people according to their specific schedule limitations.
* Courtesy and respectful use of language are essential to the environment and to communicate with each other. Spanish is the preferred language of the class, as it is important you have as many chances as possible to use and practice it, but English also could be used when asking specific questions regarding the assignments and the contents.

**Components of Course Grade**

|  |  |
| --- | --- |
| Bi-weekly Quizzes (6) | 35% |
| Reading Tests (2) | 25% |
| Midterm | 20% |
| Final Essay | 20% |

**SPAN 45603 THE LATINO YOUTH BILITERACY PROJECT FALL 2024**

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  E-mail:  Clases: | Dr. Raquel Castro Salas  [rcastros@uark.edu](mailto:rcastros@uark.edu)  LMV 10:45 a 11:35 AM | Aula de clase  Oficina: | WCOB 336  Kimpel 601 |

**Textbook:** *Grosjean, Francois. Bilinguals: Life and Reality, Harvard UP, 2010*

**Supplements:** *Documents on Blackboard (Bb)*

**COURSE DESCRIPTION AND OBJECTIVES:** The Latino Youth Biliteracy Project is an upper-level service-learning course for students in Spanish and Latin American and Latino Studies. According to the National Service-Learning Clearing House, “Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.”

Nationally, Latinos are the largest minority but one with the lowest college degree attainment. Early intervention is necessary to prepare Latino youth for college. Literacy enrichment programs are key for academic success. Developing their bilingual skills can significantly enhance their opportunities for professional success, foster self-confidence, and help them attain greater understanding and appreciation of their cultural heritage.

The interaction with and mentoring by college students is crucial for inspiring Latino youth to pursue a post-secondary education. Many Latinos would be first generation college students and need guidance to prepare for college. However, more than a top-down approach, the objective of the community work of the Latino Youth Biliteracy Project is to empower Latino youth through reading and writing, inspired in the liberation pedagogy and action-research approach by Latin American intellectuals like Paulo Freire and Orlando Fals Borda.

The class’ focus is on Latino education. As part of the class, students will examine the role of the University in social change. We will reflect on academic privilege and responsibility and read about how to produce socially conscious academic knowledge and make an impact in local communities. Equality in education, including key civil rights debates on inclusion and diversity will be examined with a concentration in Latino education. Lastly, issues of literacy and bilingualism will be analyzed.

Although all students will participate in service and community-based learning activities and conduct research, there are two tracks: Service and Research. Students in the service track will complete 30 hours of community service and/or community-based learning during the semester in the Latino youth support programs or in an alternative educational setting, approved by the instructor and will participate in a group research project that will produce an education policy paper. Students in the research track will complete a semester long-individual research paper on any topic related to Latino education and will participate in 15 hours of community service or a community-based learning project. Students wanting to fulfill the Fulbright College Senior Writing Requirement with this class should take the research track. Graduate students will have additional readings and assignments, write a longer research paper, and participate in one of the policy papers projects.

**This is a bilingual classroom.** Although most readings are in English, its goal is to develop linguistic competence in both languages in the topic. For that reason, Spanish will be used in class by both the instructor and the students as well as the Blackboard discussions. English interventions and code switching is not discouraged. There will be written assignments and a project in Spanish and your competence to discuss the course’s topics in Spanish will be evaluated.

**HELPFUL HINTS:** It is important to keep up with daily assignments, since learning a new language is a cumulative process. Processing new information depends on having learned the previous material. Generally, reading and writing practice will occur outside class time.

**COMMUNICATION:** In this course the official mode of communication is through uark.edu email. Students are responsible for checking their UARK accounts regularly. All communication between the students, instructor, and site coordinator, and between student and student should be respectful and professional.

**PARTICIPATION:** Regular attendance is required. A high participation grade requires participation in class and blackboard activities and discussions, careful reading of assigned texts, teamwork, and a positive attitude that contributes to creating a good learning environment. More than 2 unexcused absences will affect the participation grade. The participation grade, 15% of the final grade, is determined by the effort made to answer questions and to take part in class activities always using the target language. It is important for the student to **read/study the assignment before** coming to class so that s/he will be able to respond appropriately and participate actively in the discussion. This will be reflected in the computation of the student’s grade.

**COURSE COMPONENTS**

|  |  |
| --- | --- |
| **Grades** | |
| **Class participation**  **Reflections**  **Quizzes, HW**  **Attendance**  **Exams**  **PAR:**   * **Portfolio 5%** * **Presentation 5%** * **Project 20%** * **Service 10%** | **10%**  **5%**  **10%**  **10%**  **25%**  **40%** |

**IMPORTANT DATES: November 17h is the last date to drop and receive a W.**

**ATTENDANCE:** All students are expected to attend every day and arrive on time. Absence from class will affect your attendance grade, as will tardiness, early departures, and regularly entering and leaving the room while class is in session.

**Excused Absences:** In compliance with the University of Arkansas, the instructor of this course will follow the university’s definition of excused absences and will require that the student provides appropriate written documentation for any absence for which s/he wishes to be excused. The documentation must be presented ON THE FIRST DAY BACK TO CLASS after the absence. The following is a list of excused absences, as defined by the University of Arkansas (https://class.uark.edu/graduate-infour/class-attendance.php)

- Illness of the student.

- Serious illness or death of a member of the student’s immediate family or other family crisis.

- University-sponsored activities for which the student’s attendance is required by virtue of scholarship or

leadership/participation responsibilities.

- Religious observances (See UA Religious Observances policy for more info).

- Jury duty or subpoena for court appearance.

- Military duty.

**Non-Excused Absences**: Please note that these are not acceptable excused absences: early-travel departure dates for

vacations, weddings, attending other graduations, oversleeping, etc. Now that you have read the attendance policy for the class, if you have any questions about a planned absence that can be excused, please talk to your instructor.

**REFLEXIONES:** El estudiante debe escribir un total de 5 reflexiones. El profesor revisará el diario varias veces durante el semestre y al final como parte del portafolio de servicio. De vez en cuando, el profesor pedirá que los alumnos compartan una entrada de su diario en clase. Al terminar el servicio, el estudiante escribirá una reflexión final que trata la experiencia entera. El diario completo será de 5 reflexiones. **Las reflexiones se deben entregar antes de las 12:00 pm (medianoche) del día asignado.** Cada reflexión puede tratar una de las siguientes áreas y/o preguntas (También puede usar estas preguntas para ayudar a dirigir su investigación).

* Preguntas de reflexión acerca del problema:
  + ¿Por qué cree que el servicio que va a dar es necesario?
  + ¿Cuál cree usted que es el problema de raíz y por qué cree que existe?
  + ¿Cuáles sistemas sociales, económicos, políticos, y educacionales perpetúan el problema?
  + ¿Qué puede hacer usted con el conocimiento adquirido a través de esta experiencia para promover el cambio?
* Preguntas de reflexión acerca del cliente:
  + ¿Cuáles son las similitudes que usted percibe entre usted y las personas a las que está sirviendo?
  + ¿Cómo piensa usted que es percibido por las personas a las que sirve?
  + ¿Cómo cree usted que son los días de las personas a las que sirve, a que dificultades se enfrentan en su día a día?
  + ¿Qué aprendió sobre la comunidad hispana del noroeste de Arkansas y sobre las culturas involucradas?
* Preguntas de autorreflexión:
  + ¿Cuáles cualidades personales ha desarrollado a través del aprendizaje servicio (liderazgo, destrezas de comunicación, empatía, conocimiento cultural, etc.)
  + ¿Cuál aporte puede dar usted al conocimiento público de este problema, basado en su experiencia de aprendizaje servicio?
  + ¿Qué aprendió sobre usted mismo?
  + ¿De qué formas se dificulta su involucramiento en el aprendizaje servicio? ¿Qué lo ha ayudado a seguir adelante a pesar de las dificultades que ha encontrado en su experiencia?
* Preguntas de reflexión sobre el curso:
  + ¿Cómo se relaciona la experiencia de servicio con el material del curso?
  + ¿La experiencia de servicio contradijo o confirmó el material del curso?
  + ¿Cómo lo ayuda el material del curso para sobreponerse a los obstáculos del servicio?
  + ¿Qué aspectos de su aprendizaje se dieron debido a su experiencia de servicio?

Fuente: Preguntas traducidas en parte de <https://citl.indiana.edu/teaching-resources/teaching-strategies/reflection-service-learning/>

**Nota:** “Las dificultades técnicas” no son una excusa aceptable para no entregar tareas. Cada estudiante es responsable de completar las tareas con tiempo para así evitar este tipo de situaciones. No se aceptarán tareas tarde o después de la fecha a menos que se tenga una excusa válida y por escrito. Esta excusa debe ser enviada a la profesora tan pronto como sea posible.

**TAREAS Y DISCUSIONES:** Como parte de la tarea se espera que los estudiantes vean videos, lean los textos indicados y completen ejercicios asignados por el instructor. Las actividades en clase se basarán en estas lecturas o ejercicios. La profesora anunciará en clase los ejercicios o lecturas que deberán traer preparadas para el siguiente día del curso. **Las tareas se deben entregar en clase o antes de las 12:00 pm (medianoche) según sean asignadas.**

**Nota:** “Las dificultades técnicas” no son una excusa aceptable para no entregar tareas. Cada estudiante es responsable de completar las tareas con tiempo para así evitar este tipo de situaciones. No se aceptarán tareas tarde o después de la fecha a menos que se tenga una excusa válida y por escrito. Esta excusa debe ser enviada a la profesora tan pronto como sea posible.

**PRUEBAS:** Las pruebas se basan en lo estudiado: material del libro, videos, PowerPoints, tareas, y el material complementario en Blackboard. Se espera que el estudiante lea el material para el día en el que está asignado, ya que ese material puede ser evaluado en una prueba ese mismo día. Está prohibido el uso de diccionarios, traductores, celulares, libros de texto, y notas durante los exámenes.

**EXÁMENES:** Habrá tres exámenes parciales. Está prohibido el uso de diccionarios, traductores, celulares, libros de texto, y notas durante los exámenes.

**COMMUNITY WORK. SERVICE LEARNING AND COMMUNITY BASED LEARNING PROJECTS:**

Each student must complete and document the corresponding number of hours of community service and community-based learning projects during the semester, preferably in one of Sin Límites sites, Walker Elementary and Linda Childers Knapp Elementary School in Springdale. If these service sites are not convenient, alternative community service venues can be explored with the instructor. Students may fulfill the service requirement by developing a community-based learning project, based on the interaction with community members and participation in community activities. You may also register with Givepulse at the Community Engagement Center Site.

Community service will be evaluated on a three-point scale: Exceeds expectations (A), meets expectations (B), below expectations (C or lower). Each school visit must be documented. ***It is your responsibility to keep appropriate records of your service hours****.* In addition,students are encouraged to register the community service hours in the give pulse web site of the University.

**PROGRAM AND CURRICULUM DEVELOPMENT:** In conjunction with the site coordinator, students will develop and lead at least **two curriculum or program development activities**, individually or in a group. You will collaborate with the site coordinator to set up dates for activities.

##### SCHOOL SITES

##### WALKER ELEMENTARY SCHOOL

1879 East Robinson Ave, Springdale, AR 72764 Phone: (479) 750-8874

Principal: Ms. Lynn Ryan

HORAS: Lunes y jueves de 4:00 a 5:00 pm.

Graphical user interface, application

Description automatically generated

**LINDA KNAPP-CHILDERS ELEMENTARY SCHOOL**

2634 Oriole St, Springdale, AR 72764 Phone: (479) 750-8850

HORAS: Miércoles de 6 a 7 pm.

<https://adesrc.arkansas.gov/ReportCard/View?lea=7207071&schoolYear=2017>

Graphical user interface, application, pie chart

Description automatically generated

**PROFESSIONALISM, CODE OF CONDUCT AND PROTECTION OF MINORS:** You represent the

**EDUCATION POLICY PAPER:** Students will work in groups of 2-3 students to develop a policy and advocacy research-based document. Each group will focus on a current issues or topics related to the state of education of the Latino community in Arkansas and the U.S. The research project should identify and document the issues either at the national and local level and make recommendations and/or identify solutions. The policy project has the following components:

1. Prospectus: It should include a title, the main issue, and the importance of the project. (2.5%)

2. Review of Literature: Present an **annotated bibliography of 15 entries** on the selected topic by mid semester. (5%)

3. Present findings to the class. (2.5%)

4. Policy Brief: Write a 3–5 page research based policy brief in Spanish, clearly and effectively raising awareness on the issue and outlining solutions and recommendations. (10%)

**EDUCATION RESEARCH PAPER:** Students will develop an individual semester long research project related to Latino education (all levels). This could be a humanities or a social science research project, but in either case it should have methodological Students will develop an individual semester long research project related to Latino education (all levels). This could be a humanities or a social science research project, but in either case it should have methodological rigor—must demonstrate good use of theoretical tools, primary and secondary sources, and sound support and development of the main argument. The research project has the following components:

1. Prospectus. It should include a title, the main research question, primary sources to be used, and the importance of the project. (2.5%)

2. Review of Literature. Present an **annotated bibliography of 10 entries** on the selected topic by mid semester. (5%)

3. Present findings to the class (2.5%)

4. Final paper. 8–10-page research paper in Spanish, following MLA format. Graduate students’ papers should be 10-12 pages long. (25%)

\*\*\*Bibliographic entries should follow ***MLA format***. Students are expected to know and follow the academic integrity policies of the University. If in doubt, ask the instructor or consult the UA policy at <http://provost.uark.edu/245.php>. Any violation will be severely sanctioned (F) and reported to university officials.

*\*\*\*The prospectus, annotated bibliography, report and presentation will be in Spanish. English quotes should be quoted within the paper in its original form.*

*Examples and how to write an annotated bibliography****:*** <https://owl.english.purdue.edu/owl/resource/614/02/>

**PRESENTACIÓN:** Para la presentación es preciso demostrar dominio del español a nivel académico y profesional. Se debe poner atención al dominio del vocabulario relacionado al tema. Se debe hacer uso de una presentación (PowerPoint, Prezi). Es importante que el estudiante se asegure de que la presentación electrónica no contenga errores gramaticales o de ortografía. La presentación deberá tener una duración de diez minutos. Se requiere limitar el cambio de código al inglés en lo posible.

**PORTAFOLIO:** Cada estudiante deberá compilar un portafolio electrónico de sus experiencias de aprendizaje servicio durante el semestre. **El portafolio se debe entregar antes de las 12:00 pm (medianoche) del día asignado.** Debe incluir:

* Las cinco reflexiones del estudiante.
* El contrato con la organización e información de la organización.
* La propuesta y el documento final.
* La reflexión final sobre el proyecto y el semestre.
* Fotos de la experiencia.
* El registro de horas que documente las 15 horas de servicio.
* Cualquier otro documento que el estudiante considere pertinente: traducciones, etc.

**Nota:** “Las dificultades técnicas” no son una excusa aceptable para no entregar tareas. Cada estudiante es responsable de completar las tareas con tiempo para así evitar este tipo de situaciones. No se aceptarán tareas tarde o después de la fecha a menos que se tenga una excusa válida y por escrito. Esta excusa debe ser enviada a la profesora tan pronto como sea posible.

**PROFESIONALISMO, CÓDIGO DE CONDUCTA Y DE PROTECCIÓN A MENORES:** Ustedes representan a la Universidad de Arkansas y a la clase de Traducción e interpretación. Es de suma importancia, para el éxito del programa, que se mantenga una conducta profesional en todo momento. Si usted va a llegar tarde o no puede llegar, por favor informe a su coordinador o supervisor tan pronto como pueda. Por favor siga los siguientes lineamientos de conducta profesional. Si no se cumple con un comportamiento profesional el estudiante puede ser despedido del programa.

1. Llegue al menos 5 minutos antes del inicio del servicio. Esto demuestra puntualidad y consistencia. Si usted tiene problemas para llegar a tiempo por favor notifique al coordinador o supervisor.
2. Notifique al supervisor cuando llega o cuando sale del lugar de servicio.
3. Lleve puesto un gafete o una etiqueta con su nombre si fuera necesario.
4. Vista de forma apropiada. Usted representa a la universidad y al programa. No es recomendable usar blusas muy escotadas o sin manga, faldas o pantalonetas que sean muy cortas, o ropa muy informal.
5. El uso del celular es limitado a antes y después del servicio.
6. No llevar comida, bebidas, o chicle durante las sesiones.
7. Mantenga una buena actitud y sean respetuosos con todos los estudiantes, profesorado, y personal en general.
8. Observe y familiarícese con las reglas del lugar de servicio.
9. La información de los participantes usualmente es confidencial y no debe ser discutida con nadie más que no pertenezca al personal del programa y/o lugar de servicio.

Para server en ciertos lugares se requiere una verificación de antecedentes (background check). Además, es necesario que los estudiantes estén familiarizados con las regulaciones para la protección de menores:

Política de protección de menores de la Universidad de Arkansas <http://vcfa.uark.edu/policies/fayetteville/vcac/2171.php>

Estatutos de reporte obligatorio <http://www.arkansased.gov/divisions/communications/safety/mandated-reporters>

**TRABAJO COMUNITARIO, APRENDIZAJE SERVICIO Y PROYECTOS BASADOS EN LA COMUNIDAD:**

Cada estudiante debe completar y documentar el número correspondiente de horas de servicio a la comunidad y/o de aprendizaje basado en la comunidad durante el semestre. Los estudiantes deben completar el servicio haciendo un proyecto basado en la comunidad, basándose en la interacción con miembros de la comunidad y en la participación en actividades de la comunidad. Ustedes pueden inscribirse en Givepulse en la página de *Community Engagement.*

El servicio comunitario será evaluado usando una escala de tres puntos: Excede las expectativas (A), cumple con las expectativas (B), no cumple con las expectativas (C o menos). Cada servicio debe ser documentado. **Es su responsabilidad documentar sus horas de servicio.** Además, se recomienda que los estudiantes lleven un reistro de sus horas de servicio en la página de Givepulse de la Universidad de Arkansas.

**DICCIONARIOS:** En este curso el estudiante usará con frecuencia diccionarios bilingües y monolingües para redactar y traducir documentos. El uso de traductores automáticos (como Google Translate o Spanishdict.com) es prohibido, excepto en el caso de que el profesor les pida que los usen. Se espera que los alumnos se familiaricen con los siguientes diccionarios online:

* [www.wordreference.com](http://www.wordreference.com) (diccionario bilingüe, monolingüe, tesoro (*thesaurus*) y foro de consultas; hay una aplicación gratis que se puede descargar en su teléfono móvil)
* [www.rae.es](http://www.rae.es) (diccionario monolingüe de español)
* [www.dictionary.com](http://www.dictionary.com) u otro diccionario monolingüe de inglés.

**AYUDA EXTRA:** El centro de español ofrece tutorías gratis los lunes, miércoles, y viernes en JBHT 207. Las horas de ayuda serán anunciadas durante la primera semana de clase. La oficina de lenguas extranjeras (KIMP 425 / 575-2951) tiene una lista de posibles tutores pagados, y el ELC “Enhanced Learning Center” tiene tutorías de español gratis (http://class.uark.edu / 575-2885). Es importante que el estudiante busque ayuda de su instructora durante las horas de oficina. Si el estudiante tiene clases o está ocupado durante las horas de oficina, los instructores serán flexibles para tratar de satisfacer la necesidad del estudiante.

**POLÍTICAS DE LA UNIVERSIDAD**

**ACCESABILIDAD: SERVICIOS ESPECIALES:** Los estudiantes matriculados con el “Center for Educational Access” (http://cea.uark.edu / 575-3104) recibirán los servicios que esa oficina prescribe. Es la responsabilidad del estudiante notificar al instructor de estos servicios al principio del semestre y en cualquier momento en que los necesite utilizar. Si el estudiante no está matriculado con este centro no podemos ofrecer ningún servicio.

**HONESTIDAD ACADÉMICA:** Como una de sus misiones, la Universidad de Arkansas provee a los estudiantes la oportunidad de alcanzar sus metas educacionales a través de programas de estudio e investigación en un ambiente que promueve la libertad y la responsabilidad académica. Lograr este objetivo solamente es posible cuando prevalece la honestidad intelectual y la integridad individual. Cada estudiante de la Universidad de Arkansas es responsable de familiarizarse y apegarse a la ‘**Academic Integrity Policy’** que se encuentra en <https://honesty.uark.edu/policy>. Los estudiantes que tengan dudas o preguntas sobre cómo estas políticas aplican al curso o algún trabajo/tarea deben contactar a la instructora inmediatamente. Este curso seguirá las políticas y sanciones para violaciones al código que se explican en <https://honesty.uark.edu/policy/sanction-rubric.php>.

**SOBRE LA VENTA Y DISTRIBUCIÓN DE NOTAS**: Hay compañías que tratarán de que usted les venda las notas que toma en clase. No deje que esas compañías se aprovechen de usted. Vender las notas a cualquier servicio comercial será considerado una violación a los derechos de propiedad intelectual y/o derechos de autor, así como también son una violación a las políticas de integridad académica de la Universidad de Arkansas. Estar matriculado en este curso demuestra intención de apegarse a esta política. Cualquier violación será reportada a la Oficina de Iniciativas e Integridad Académica.

**NETIQUETA:** Vayan a la cejilla “Institutional policies” en el menú de la izquierda (Blackboard).

**POLÍTICA PARA INCLEMENCIAS DEL TIEMPO:** El instructor se esforzará para facilitar la clase. En caso de clima severo o si el servicio de autobús no esté funcionando las ausencias serán justificadas. Es la responsabilidad del estudiante llamar a la Universidad (575-7000) o revisar en la página principal para ver si la Universidad está cerrada.

**PROCEDIMIENTOS DE EMERGENCIA:** Muchos tipos de emergencias pueden ocurrir en el campus, las instrucciones para emergencias específicas como clima severo, tiroteos, o incendio se encuentran en <http://emergency.uark.edu/>.

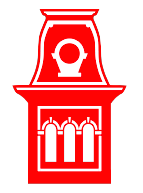
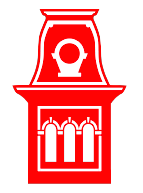
**VIOLENCIA / FRANCOTIRADOR ACTIVO (CADD):**

**CALL –** Llamaral9-1-1.

**AVOID –** Mientras sea posible, evacuar hacia un área segura fuera del edificio. Seguir las instrucciones de la policía.

**DENY –** Hacer una barricada en la puerta con escritorios, sillas, libreros u otros objetos. Ir a un lugar dentro del salón donde no sea visible. Apagar las luces y permanecer en silencio. Quedarse ahí hasta que un oficial le diga que está a salvo. **DEFEND –** Usar sillas, escritorios, celulares o cualquier otra cosa que esté disponible para defenderse usted mismo y a otros del ataque.

|  |  |  |
| --- | --- | --- |
| **DATES** | **TOPICS & EXAMINATIONS**  **Study the pages indicated “before” coming to class.** | **HOMEWORK** |
| **SEMANA #1** | | |
| 8/21 | Introducción al curso |  |
| 8/23 | **UNIDAD I. De la pedagogía de la liberación al aprendizaje servicio**  Freire, Pedagogía del oprimido – Parte I |  |
| 8/25 | Freire, Pedagogía del oprimido – Parte II | Prueba #1 |
| **SEMANA #2** | | |
| 8/28 | Fals Borda Action - Research |  |
| 8/30 | Engaged Research and Practice.  Ch1. For the common good. | Discusión #1 – Bb |
| 9/1 | Trabajo en grupo – Definir grupos de trabajo | Reflexión #1 |
| **SEMANA #3** | | |
| 9/4 | **Día del trabajo / No hay clases** |  |
| 9/6 | Engaged Research and Practice. Ch4. Community Agency and College-Going Culture |  |
| 9/8 | Mentoring / Boundaries | Entregar prospectus  Discusión #2 – Bb |
| **SEMANA #4** | | |
| 9/11 | Mentoring. Research in Action 1 |  |
| 9/13 | Mentoring. Research in Action 9 |  |
| 9/15 | Puig et al. Aprendizaje servicio 3 | Prueba #2 |
| **SEMANA #5** | | |
| 9/18 | Puig et al. Aprendizaje servicio 8 |  |
| 9/20 | Metodologías – Instrucciones para los proyectos | “Teach Us All” - <https://www.kanopy.com/en/uark/video/3090629> |
| 9/22 | Discusión de Teach Us All  Trabajo en grupo | Discusión #3 – Bb |
| **SEMANA #6** | | |
| 9/25 | **EXAMEN #1** |  |
| 9/27 | UNIDAD II. LOS LATINOS Y LA EDUCACION PÚBLICA  Panorama nacional <http://sites.ed.gov/hispanic-initiative/> | Discusión #4 – Resumen Bb |
| 9/29 | Kozol, Savage Inequalities | Reflexión #2 |
| **SEMANA #7** | | |
| 10/2 | Literatura de la experiencia | Ver *Walkout* |
| 10/4 | Rumberger y Gándara, Seeking Equity in the Education of California EL | Ver *Walkout* |
| 10/6 | Moll y Ruiz, The Schooling of Latino Children. | Reflexión #3 |
| **SEMANA #8** | | |
| 10/9 | Discusión de *Walkout* |  |
| 10/11 | Subtracting Schooling, Valenzuela – Hasta página 20 |  |
| 10/13 | Subtracting Schooling, Valenzuela – Hasta el final | Discusión #5 |
| **SEMANA #9** | | |
| 10/16 | **Vacaciones de otoño – No hay clases** |  |
| 10/18 | Grosjean 1-2  El sesgo implícito – Implicit Bias |  |
| 10/20 | Grosjean 3-4 | Prueba #3 |
| **SEMANA #10** | | |
| 10/23 | Grosjean 5-6  How to Tame a Wild Tongue? Anzaldúa |  |
| 10/25 | Grosjean 7-8 |  |
| 10/27 | Grosjean 9-10 | Reflexión #4 |
| **SEMANA #11** | | |
| 10/30 | Grosjean 11-12 |  |
| 11/1 | **Grosjean 13-14** |  |
| 11/3 | Grosjean 15-16 | Prueba #4 |
| **SEMANA #12** | | |
| 11/6 | **Grosjean 17-18** |  |
| 11/8 | **Repaso II** |  |
| 11/10 | **Examen II** |  |
| **SEMANA #13** | | |
| 11/13 | **Presentaciones** |  |
| 11/15 | **Presentaciones** |  |
| 11/17 | **Presentaciones**  **Last day to drop and receive a W** |  |
| **SEMANA #14** | | |
| 11/20 | Diaz Campos, Bilingüismo y español en los EEUU | Reflexión #5 |
| 11/22 | **Día de Acción de Gracias – No hay clases** |  |
| 11/24 | **Día de Acción de Gracias – No hay clases** |  |
| **SEMANA #15** | | |
| 11/27 | “Where in the world is US Spanish? Creating a Space of Opportunity for US Latinos” – García y Mason |  |
| 11/29 | The Education of LatinX Bilingual Children in Times of Isolation – García |  |
| 12/1 | Texto de Dr. Potowski | Prueba #5 |
| **SEMANA #16** | | |
| 12/4 | No Child Left Monolingual – Dr. Kim Potowski |  |
| 12/6 | Evaluación del curso |  |
| 12/8 | **Día de lectura – No hay clases** |  |
|  |  |  |
| **12/** | **Entrega del proyecto final** | **Enviar proyecto final por email y enlace a portafolio digital** |
| \*These assignments are due on the assigned day and will be collected at the beginning of class.  \*\*The instructor will provide the material.  **\*\*\*** La instructora se reserva el derecho de modificar el programa y/o calendario.Si este fuera el caso, la instructora notificará a los estudiantes. | | |

**Department of World Languages, Literatures & Cultures**

**University of Arkansas**

**SPAN 46203 Advanced Proficiency in Spanish**

**Fall 2022**

|  |  |
| --- | --- |
| **Professor:** Brenda Magnetti  **Office:** Kimpel Hall 601  **Office phone:** (479) 575- 5939 | **E-mail:** bmagnet@uark.edu  **Office hours:** M-W 1:00 p.m. - 2:30 p.m. & F only by appointment  **Cell phone:** (479) 381-7508 |

**COURSE DESCRIPTION**

This course is designed primarily for L2 students who have completed SPAN 4003, Advanced Grammar (or equivalent), and seek further practice in skills development to extend their fluency and proficiency in the target language (Spanish). The course should also suit well non-native-speaking students considering becoming teachers of Spanish.

There will be great variety in the class, as we will do lots of “hands on” practice throughout the semester in pinpoint written translation and composition, in oral proficiency and conversation, as well as some work in pronunciation and phonetics. Grammar review and work in advanced grammatical points and structures will be included as a supplement to our activities.

We will do rehearsals for standardized oral proficiency exams based on ACTFL standards, and our goal will be to raise every student’s proficiency by at least one sublevel in the ACTFL (American Council on the Teaching of Foreign Languages) rating system, in hopes of helping all students reach a minimum rating of Advanced Low.

# COURSE PROCEDURES

Class will be conducted primarily in Spanish, with freedom to jump freely between our native and target languages as course dynamics dictate, particularly for quick conveyance of procedural or technical/grammatical information. We will conduct a “semi-flipped” class, with students reading grammatical and other explanations on their own outside of class from the textbooks as homework, and class time spent as much as possible addressing questions, and in practice and application of structures and material under study, with significant time working in small groups, and with meaningful opportunities to practice, correct, and refine usage of our grammatical and lexical structures, under the supervision of the instructor.

**MATERIALS**

**Required:**

* Lunn & Lunsford. *En otras palabras*. 3rd edition. Georgetown UP, 2021.
* Vallecillos. *Advanced Spanish Grammar*. 2nd ed. McGraw Hill 2017.
* UT-Austin Oral Proficiency Exercises: http://www.laits.utexas.edu/spe/

**Optional & Recommended:**

* Guitart. *Sonido y sentido*. Georgetown UP, 2004.
* *Todo lo que siempre quiso saber sobre la lengua castellana*. (Fundación del español urgente.) Vintage, 2013.
* Robles-Saez. *3000 locuciones verbales y combinaciones frecuentes*. Georgetown UP, 2010.
* Butt & Benjamin. *A New Reference Grammar of Modern Spanish*. 6th ed. Routledge, 2018.
* Dominicis, María C. & Reynolds, John J. (2014). *Repase y escriba* (7th edition). Hoboken, New Jersey: Wiley.
* Español-Inglés / Inglés-Español Dictionary (Collins, Simon & Schuster International, Larousse or Oxford); Diccionario de la Real Academia Española (Español-Español) (www.rae.es) & WordReference Online Language Dictionary (Español-Inglés / Inglés-Español) (www.wordreference.com)

**Blackboard:** Many materials will be available on this educational platform (https://learn.uark.edu)

**COURSE EVALUATION COMPONENTS**

Students should keep all returned, graded work until they receive their final grade.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Participation | 5% | Assignments | 20% | Quizzes | 10% | Midterm Exam | 12% |
| Attendance | 5% | Self-Grading | 26% | Oral Exams | 10% | Final Exam | 12% |

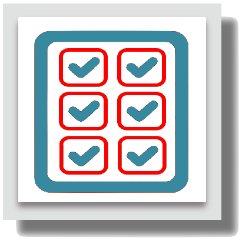
**PARTICIPATION**

The participation grade will be based on preparation for class and active oral-written contribution (participation) during class time. The participation evaluation rubric is posted on Blackboard (“Rubrics” left menu).

**Preparation for class:** Being prepared means that the student has read the required textbook pages before attending class and brings the corresponding material indicated for the day.

**Active participation:** It consists of participating in class discussions, activities, and asking questions when something is not understood. This class will be conducted entirely in Spanish, with the exception of a few cases when English may be used in order to clarify the meaning of a grammatical structure. Students should make every effort to communicate in Spanish throughout the whole class period. Students are welcome to use English before and after class, and for communicating with the professor by e-mail and during office hours.

**Cell Phones & Smart Watches:** Students should not use cell phones and/or smart watches for text messaging, e-mail, etc. during class. Cell phones need to be stored and out of sight. In order to keep class disruption to a minimum, students also should not receive phone calls except in an emergency. In such case, students should leave the room quietly and carry on the conversation in the hall. If the student is found text messaging it will result in the lowering of the class participation grade.



**ATTENDANCE**

All students are expected to attend every day and arrive on time. Absence from class will affect their attendance grade, as will tardiness, early departures, and regularly entering and leaving the room while class is in session. Students will be allowed 3 unexcused absences during the semester. After the third unexcused absence, each additional unexcused absence will lower the final attendance grade. The attendance evaluation rubric is posted on Blackboard (“Rubrics” left menu).

**Excused Absences:** In compliance with the University of Arkansas, the professor of this course will follow the University’s definition of excused absences and will require that the student provides appropriate written documentation for any absence for which s/he wishes to be excused. The documentation must be presented on the first day back to class after the absence.

The following is a list of excused absences, as defined by the University of Arkansas (https://provost.uark.edu/faculty-handbook/2-academic-responsibilities/03.php):

- Illness of the student.

- Serious illness or death of a member of the student’s immediate family or other family crisis.

- University-sponsored activities for which the student’s attendance is required by virtue of scholarship or

leadership/participation responsibilities.

- Religious observances (See [UA Religious Observances policy](http://catalog.uark.edu/undergraduatecatalog/academicregulations/#religiousobservancestext) for more info).

- Jury duty or subpoena for court appearance.

- Military duty.

**Non-Excused Absences:** Students must note that these are **not acceptable excused absences**: early-travel departure dates for vacations, weddings, attending other graduations, oversleeping, etc. **After reading this attendance policy for the class**, if a student has any questions about a planned absence that can be excused, s/he must talk to the professor immediately.

**QUIZZES**

There are four quizzes during the semester and they are based on reading, translation, interpretation, transcription, and the grammar structures studied and practice in class. The student is responsible to submit in Blackboard these assessments before 11.59 p.m. on the corresponding day. Details on these assessments are provided in Bb (“Quizzes” left menu) and their dates are listed in the course calendar.

**Note:** “Technical difficulties” will not be an acceptable excuse for incomplete quizzes, so the student needs to make sure to avoid any such problems by completing these assessments in a timely manner. “Late quizzes” will not be accepted, but with a valid written excuse presented on the first day back to class, they can be made up.



**WRITTEN EXAMS**

There are two written exams set of the course BUT we will decide whether to do just the midterm or both the midterm and the final. The exam(s)’ content will be based on reading, translation, interpretation, transcription, and the grammar structures practice in class. Details on these assessments are provided in Bb (“Written Exams” left menu) and their dates are listed in the calendar. Absence from an exam is a serious matter and will result in a zero unless the student presents a valid written excuse on the first day back to class. Exams can be made up after presenting a valid written excuse.

**ORAL EXAMS**

Students will take two oral exams. These assessments will be recorded and they will simulate an ACTFL OPI exam to help students self-assess their proficiency level during the middle and the end of the semester. Grade on these assessments is not determined by proficiency level but rather based on completion and effort. Details on these assessments are provided in Blackboard (“Oral Exams” left menu) and their dates are listed in the course calendar. Absence from an oral exam is a serious matter and will result in a zero unless the student presents the professor with a valid written excuse on the first day back to class. An oral exam can be made up after presenting a valid written excuse and consulting with the professor. Please refer to “Excused Absences.”

**ASSIGNMENTS**

The assignments selected for this course are related to: reading, translation, interpretation, transcription, and grammar. They will allow the students to reinforce the topics studied and practiced in class. Grade is based on conscientious completion\* and not on accuracy or number of errors. Students: (1) must upload a copy of the assignment in Blackboard; (2) after the submission, since students will be able to see the correct answers of the assignment, they must make the corrections in their assignment submitted copy and bring it to class. This second part is very important: it becomes the self-grading assignment that will be discussed in class and it is graded as well. Students are responsible to submit in Blackboard these assignments before 11.59 p.m. on the corresponding day. Details on these assignments are provided in Blackboard (“Assignments” left menu) and their dates are listed in the course calendar.

**Note:** “Technical difficulties” will not be an acceptable excuse for incomplete assignments, so the student needs to make sure to avoid any such problems by completing the exercises in a timely manner. “Late assignments” will not be accepted, but with a valid written excuse they will be exempt. The excuse must be presented on the first day back to class.

\*Answer keys are available for the exercises in both of our textbooks. It is essential that students complete the homework before any check of the answer key.



**SELF-GRADING**

This is the most important component of the course. Students must bring to class a copy of the assignment submitted in which they show that they have revised the answers provided in Blackboard and have made the corresponding corrections in their work. The self-grading assignments are discussed in class on the days indicated in the course calendar. Absence from self-grading assignment day is a serious matter and will result in a zero unless the student presents the professor with a valid written excuse on the first day back to class. A Self-grading assignment can be made up after presenting a valid written excuse and consulting with the professor. Please refer to “Excused Absences.”

**EXTRA CREDIT OPPORTUNITIES**

Students will have several opportunities to earn extra credit throughout the semester. Each student may complete up to five of the extracurricular activities. Each one successfully completed will add 20% on a low quiz. The instructions for each activity will be explained in class.

**Cultural Events:** The cultural events sponsored by the Spanish Program and the Latin American & Latino Studies Program are an excellent opportunity for students to get in contact with Spanish cultural topics as well as to attend famous speakers’ visits.

**Conversation Partners:** “Have an interesting and fun individual conversation with a native speaker to gain fluency in Spanish.” The professor will share the corresponding information and will also announce when this activity is available.

**Online Clubs:** This course offers two online clubs to serve as additional practice to improve students’ Spanish comprehension and cultural awareness. The first one is called CLUB DE CINE EN LÍNEA (Online Cinema Club) and offers a series of different well-known Spanish and Latin American short films. The second club is called CLUB CULTURAL EN LÍNEA (Online Culture Club). It shares short presentations of certain cultural aspects of some Spanish-speaking countries.Students can use these clubs for an optional, ungraded practice, or to complete extra credit activities. Detailed information about these clubs can be found under “Practice & Extra Credit” in the left hand menu.

**Social Media:** The Spanish Program uses Facebook, Twitter, and Instagram to stay connected with students and advertise relevant information about the language and upcoming events such as Compañero de conversación, Plaza de las Américas, etc. (Facebook, Twitter, and Instagram: "Spanish U Arkansas")

**EXTRA HELP**

Although the World Languages Office (KIMP 425 / 479-575-2951) has a list of names of possible tutors, Spanish tutoring is offered free of charge at the Center for Student Learning and Success (CLASS+) (https://class.uark.edu / 479-575-2885). It is also very important that students seek the help of the professor during office hours. If the student has a class or is otherwise occupied during those hours, the professor will try to accommodate the student’s needs.

**UNIVERSITY POLICIES**

**ACADEMIC HONESTY**

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘**Academic Integrity Policy’** at https://honesty.uark.edu/policy. Students with questions about how these policies apply to this course and its assignments and assessments should immediately contact the professor. The professor will report all violations to the Office of Academic Initiatives and Integrity as required by the University.

**REGARDING NOTE SELLING AND DISTRIBUTING**

There are companies that will try to lure students into selling the notes they take in this class and the material created by the professor for the class. Students should not let these companies take advantage of them. Selling notes and/or the material created by the professor to any commercial service will be considered a violation of intellectual property rights and/or copyright law as well as a violation of the U of A's academic integrity policy. Continued enrollment in this class signifies intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

**SPECIAL ACCOMMODATIONS**

Students registered with the Center for Educational Access (http://cea.uark.edu / 575-3104) will be given suitable accommodations as prescribed by that office. It is the responsibility of the student to notify the professor of these accommodations at the beginning of the semester and any time thereafter when they are to be utilized. If the student is not registered with the Center, the professor cannot give him/her any accommodations.

**INCLEMENT WEATHER POLICY**

The professor will make every effort to conduct class. In the case of severe weather or in the event that buses are not running, absences will be handled appropriately. It is the student’s responsibility to call the University weather line (575-7000) or check the main website to see if the University is closed.

**EMERGENCY PROCEDURES**

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at http://emergency.uark.edu.

**Severe Weather (Tornado Warning):**

* Follow the directions of the professor or emergency personnel.
* Seek shelter in the basement or 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 lowest 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 (CADD):**

* **CALL-** 9-1-1
* **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* **DENY-** Barricade the door with desk, chairs, bookcases or any 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.

**SPAN 46203 ADVANCED PROFICIENCY IN SPANISH**

**FALL 2022 SCHEDULE**

**Dr. Magnetti**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Weeks** | **Dates** | **Topics, Practices & Assessments**  **in Class** | **Total Grade** | **Homework & Assessments**  **in Bb** | **Total Grade** |
|  |  |  |  |  |  |
| **#1** | 8/22 | Introduction |  |  |  |
| **PART #1**  G#1A: Modos & Tiempos verbales del español (Blackboard Handouts)  G#1B: El tiempo presente (EOP Chapter #1)  G#1C: El tiempo pasado (EOP Chapter #2) | | | | |
| 8/24 | Reading & Pronunciation |  | Reading Assignment #1  (RA #1) | **1%** |
| 8/26 | Bring to class: Self-grading RA #1  Intro Grammar #1 (G#1A / G#1B / G#1C) | **1%** | Grammar Assignment #1  (GA #1) | **1%** |
|  |  |  |  |  |  |
| **#2** | 8/29 | Bring to class: Self-grading GA #1  Translation / G #1A | **1%** | Translation Assignment #1  (TA #1) | **1%** |
| 8/31 | Bring to class: Self-grading TA #1  Transcription / G #1B | **1%** | Austin Transcription Assignment #1 (ATA #1) | **1%** |
| 9/2 | Bring to class: Self-grading ATA #1  Interpretation / G #1C | **1%** | Interpretation Assignment #1  (IA #1) | **1%** |
|  |  |  |  |  |  |
| **#3** | 9/5 | **Labor Day Holiday** |  |  |  |
| 9/7 | Bring to class: Self-grading IA #1  Review (G#1A / G#1B / G#1C) | **1%** | Quiz #1 | **2.5%** |
| 9/9 | Writing: Short Texts #1 (ST #1) |  |  |  |
|  |  |  |  |  |  |
| **#4** | 9/12 | Bring to class: Self-grading (ST #1)  Oral Proficiency Interview Practice #1 | **1%** |  |  |
| **PART #2**  G#2A: Pronombres (ASG Chapter #1)  G#2B: Adjetivos & Adverbios (ASG Chapter #3 & #4 / EOP Chapter #3)  G#2C: Ser & Estar (EOP Chapter #4) | | | | |
| 9/14 | Reading & Pronunciation |  | Reading Assignment #2  (RA #2) | **1%** |
| 9/16 | Bring to class: Self-grading RA #2  Intro Grammar #2 (G#2A / G#2B / G#2C) | **1%** | Grammar Assignment #2  (GA #2) | **1%** |
|  |  |  |  |  |  |
| **#5** | 9/19 | Bring to class: Self-grading GA #2  Translation / G #2A | **1%** | Translation Assignment #2  (TA #2) | **1%** |
| 9/21 | Bring to class: Self-grading TA #2  Transcription / G #2B | **1%** | Austin Transcription Assignment #2 (ATA #2) | **1%** |
| 9/23 | Bring to class: Self-grading ATA #2  Interpretation / G #2C | **1%** | Interpretation Assignment #2  (IA #2) | **1%** |
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| **#6** | 9/26 | Bring to class: Self-grading IA #2  Review (G#2A / G#2B / G#2C) | **1%** | Quiz #2 | **2.5%** |
| 9/28 | Writing: Short Texts #2 (ST #2) |  |  |  |
| 9/30 | Bring to class: Self-grading (ST #2)  Oral Proficiency Interview Practice #2 | **1%** |  |  |
|  |  |  |  |  |  |
| **#7** | 10/3 | Oral Proficiency Interview #1 (OPI #1) | **5%** | Transcription (OPI #1) | **1%** |
| 10/5 | Oral Proficiency Interview #1 (OPI #1) |  | Transcription (OPI #1) |  |
| 10/7 | Oral Proficiency Interview #1 (OPI #1) |  | Transcription (OPI #1) |  |
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| **#8** | 10/10 | Bring to class: Self-grading (OPI #1)  Midterm Exam Review | **1%** |  |  |
| 10/12 | Midterm Exam | **12%** |  |  |
| **PART #3**  G#3A: Construcciones modales / Discurso dir. & indir. / Indic. & Subj. (ASG Chapter #6 & #9 / EOP Chapter #6)  G#3B: Construcciones pasivas & impersonales (EOP Chapter #5 / ASG Chapter #7)  G#3C: El registro y el trato lingüístico del oyente (EOP Chapter #7) | | | | |
| 10/14 | Reading & Pronunciation |  | Reading Assignment #3  (RA #3) | **1%** |
|  |  |  |  |  |  |
| **#9** | 10/17 | **Fall Break** |  |  |  |
| 10/19 | Bring to class: Self-grading RA #3  Intro Grammar #3 (G#3A / G#3B / G#3C) | **1%** | Grammar Assignment #3  (GA #3) | **1%** |
| 10/21 | Bring to class: Self-grading GA #3  Translation / G #3A | **1%** | Translation Assignment #3  (TA #3) | **1%** |
|  |  |  |  |  |  |
| **#10** | 10/24 | Bring to class: Self-grading TA #3  Transcription / G #3B | **1%** | Austin Transcription Assignment #3 (ATA #3) | **1%** |
| 10/26 | Bring to class: Self-grading ATA #3  Interpretation / G #3C | **1%** | Interpretation Assignment #3  (IA #3) | **1%** |
| 10/28 | Bring to class: Self-grading IA #3  Review (G#3A / G#3B / G#3C) | **1%** | Quiz #3 | **2.5%** |
|  |  |  |  |  |  |
| **#11** | 10/31 | Writing: Short Texts #3 (ST #3) |  |  | **2.5%** |
| 11/2 | Bring to class: Self-grading (ST #3)  Oral Proficiency Interview Practice #3 | **1%** |  |  |
| **PART #4**  G#4A: Expresión lingüística de buena educación / Pron. relativos(EOP Chapter #8 / ASG Chapter #8)  G#4B: Preposiciones (ASG Chapter #11 & #12)  G#4C: Determinantes/ La naturaleza contextual de la gramática (ASG Chapter #2 & EOP Chapter #12) | | | | |
| 11/4 | Reading & Pronunciation |  | Reading Assignment #4  (RA #4) | **1%** |
|  |  |  |  |  |  |
| **#12** | 11/7 | Bring to class: Self-grading RA #4  Intro Grammar #4 (G#4A / G#4B / G#4C) | **1%** | Grammar Assignment #4  (GA #4) | **1%** |
| 11/9 | Bring to class: Self-grading GA #4  Translation / G #4A | **1%** | Translation Assignment #4  (TA #4) | **1%** |
| 11/11 | Bring to class: Self-grading TA #4  Transcription / G #4B | **1%** | Austin Transcription Assignment #4 (ATA #4) | **1%** |
|  |  |  |  |  |  |
| **#13** | 11/14 | Bring to class: Self-grading ATA #4  Interpretation / G #4C | **1%** | Interpretation Assignment #4  (IA #4) | **1%** |
| 11/16 | Bring to class: Self-grading IA #4  Review (G#4A / G#4B / G#4C) | **1%** | Quiz #4 | **2.5%** |
| 11/18 | Writing: Short Texts #4 (ST #4) |  |  |  |
|  |  |  |  |  |  |
| **#14** | 11/21 | Bring to class: Self-grading (ST #4)  Oral Proficiency Interview Practice #4 | **1%** |  |  |
| 11/23 | **Thanksgiving Break** |  |  |  |
| 11/25 | **Thanksgiving Holiday** |  |  |  |
|  |  |  |  |  |  |
| **#15** | 11/28 | Oral Proficiency Interview #2 (OPI #2) | **5%** | Transcription (OPI #2) | **1%** |
| 11/30 | Oral Proficiency Interview #2 (OPI #2) |  | Transcription (OPI #2) |  |
| 12/2 | Oral Proficiency Interview #2 (OPI #2) |  | Transcription (OPI #2) |  |
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| **#16** | 12/5 | Bring to class: Self-grading (OPI #2)  Final Exam Review | **1%** |  |  |
| 12/7 | Final Exam Review |  |  |  |
| 12/9 | **Reading Day** |  |  |  |
|  |  |  |  |  |  |
|  |  | Final Exam | **12%** |  |  |
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| **Course’s Components** | | | | | | | |
| Attendance | 5% | Assignments | 20% | Quizzes | 10% | Midterm Exam | 12% |
| Participation | 5% | Self-Grading | 26% | Oral Exams | 10% | Final Exam | 12% |

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| **SPAN 46203 FACE-TO-FACE ADVANCED PROFICIENCY IN SPANISH**  **FALL 2022 STATEMENT**  This course will continue its regular face-to-face procedures during this semester while being in compliance with the current University’s policies.  In compliance with the current University’s policies, below are this course’s guidelines regarding attendance and class recording:  **ATTENDANCE**  These face-to-face course attendance policies are detailed in page #2 of this syllabus. As stated above, these attendance policies are in compliance with the current University’s policies.  **CLASS RECORDING**  The current University’s policies state that instructors are not required to record their face-to-face courses. Therefore, this face-to-face class will not be recorded. If a student misses class, s/he will follow the procedures detailed in ATTENDANCE (page #2).  **“The professor reserves the right to modify this syllabus in terms of topics covered, assessments dates, etc., and/or new policies implemented by the University.”** |

**SPAN 30003** **ADVANCED SPANISH** **SPRING 2024**

**Instructor:**  **Office:**

**E-mail: Office hours**:

**Course ID:**

**Textbook:** *Punto y aparte.* Foerster & Lambright. (2020). McGraw Hill, 6th ed.

**Supplements:** *Punto y aparte* *Connect* Access Code. Additional papers and documents will be provided in the classroom, by email or by Blackboard ([http://learn.uark.edu)](http://learn.uark.edu/).

**Native speakers of Spanish are not encouraged to enroll in this class. They can receive credit by examination or enroll in a higher-level class. If the student is a native speaker of Spanish, s/he should speak with the instructor about which option would be best for him/her.**

**COURSE GOALS:** The goal of SPAN 3003, Advanced Spanish, is to enable students to continue to advance in their competence in the five goal areas of Communication, Cultures, Connections, Comparison, and Communities, based on the American Council on the Teaching of Foreign Languages (ACTFL) *World-Readiness Standards for Learning Languages* and the *ACTFL Proficiency Guidelines* [(www.actfl.org)](http://www.actfl.org/). Upon completion of SPAN 3003, it is expected that students will have achieved an intermediate low to intermediate mid proficiency level, which means that they will be able to use Spanish to participate in conversations on familiar topics using sentences and series of sentences, engage in short social interactions in everyday situations, and generally express what they want to express about themselves and their everyday lives.

More specifically, upon completion of SPAN 3003, Advanced Spanish, students will be able to do the following in each of the five goal areas:

Communication:

1. Understand and communicate orally and in written form in Spanish on familiar topics using sentences and series of sentences, engage in short social interactions in everyday situations, and express what they want to express about themselves and their everyday lives. Cultures:
2. Continue to use Spanish to investigate, explain, and reflect on the relationship between the practices, products and perspectives of Hispanic cultures. Connections:
3. Continue to build, reinforce, and expand their knowledge of other disciplines while using Spanish to develop critical thinking and solve problems creatively.
4. Continue to access and evaluate information and diverse perspectives that are available through Spanish and Hispanic cultures.

Comparisons:

1. Continue to use Spanish to investigate, explain, and reflect on the nature of language through comparisons of Spanish and their own language(s).
2. Continue to use Spanish to investigate, explain, and reflect on the concept of culture through comparisons of Hispanic cultures and other cultures they are familiar with.

Communities:

1. Continue to use Spanish both within and beyond the classroom to interact and collaborate in their community and the globalized world.
2. Set and work towards goals and reflect on their progress in using Spanish for enjoyment, enrichment, and advancement.

These goals will be met in SPAN 3003 as students continue to learn to perform the following functions:

1. Articulate desires and opinions on topics such as personality traits, stereotypes, work and study obligations, politics, world events, and civic responsibility.
2. Maintain conversations on a variety of topics, making use of descriptions, comparisons, reactions, recommendations, narrations, and hypothetical statements.

1

1. Use a variety of listening strategies in order to increase understanding of oral speech and state the main idea and some detail when listening to a passage on familiar material or authentic selections.
2. Apply a variety of reading strategies to increase understanding of written material and state the main idea and some details of a text based on familiar material or authentic literary works.
3. Write organized short compositions on a variety of topics (making use of descriptions, comparisons, reactions and recommendations, and narrating in the past, expressing likes and preferences, making hypothetical statements, and talking about the future) while demonstrating awareness of the sequence of tenses and use of connectors and transitional words.
4. Perceive and identify cultural contrasts through readings. Demonstrate awareness of the political situation of Hispanic countries and some knowledge of Hispanic writers, painters, movies, and literary works.

**PROCEDURES:** Learning a foreign language is an active process and requires constant attention. Class will be conducted in Spanish 100% of the time, with a possible exception made for the explanation of difficult grammar points. **Studying the assigned pages before coming to class will make comprehension easier. Students are expected to speak Spanish in class both when asking and answering questions and in doing group or pair work. Not doing so will be detrimental to the student’s participation grade.** The syllabus lists pages for grammar explanations and practice exercises. **The student should make an effort to review the grammar and to look over the practice exercises before class**, especially those assigned specifically by the instructor. For extra practice of assigned grammar, the student is encouraged to access Connect (www.connect.mheducation.com) where there are optional grammar explanations and activities available. **Since much of the grammar is a review, class time will be spent practicing these structures by engaging in oral activities, i.e. individual, pair and small group. Quizzes will also be given to check comprehension of the assigned pages.**

**PARTICIPATION:** Since listening and speaking are skills that need to be practiced consistently, we believe that attendance and active participation in class are essential. The participation grade, 5% of the final grade, is determined by the effort made to answer questions and to take part in class activities always using the target language. It is important for the student to **read/study the assignments and learn the vocabulary before** coming to class so that s/he will understand the Spanish being spoken and be able to respond appropriately. This will be reflected in the computation of the student’s grade.

**ATTENDANCE:** All students are expected to attend every day and arrive on time. Absence from class will affect your attendance grade (5% of the final grade), as will tardiness, early departures, and regularly entering and leaving the room while class is in session. The student is allowed 3 unexcused absences during the semester, but s/he will lose points for every unexcused absence beyond the three allowed.

**Excused Absences:** In compliance with the University of Arkansas, the instructor of this course will follow the University’s definition of excused absences and will require that the student provide appropriate written documentation for any absence for which s/he wishes to be excused. The documentation must be presented ON THE FIRST DAY BACK TO CLASS after the absence.

The following is a list of excused absences, as defined by the University of Arkansas (https://class.uark.edu/graduatein-four/class-attendance.php)

1. Illness of the student.
2. Serious illness or death of a member of the student’s immediate family or other family crisis.
3. University-sponsored activities for which the student’s attendance is required by virtue of scholarship or leadership/participation responsibilities.
4. Religious observances (See [UA Religious Observances policy](http://catalog.uark.edu/undergraduatecatalog/academicregulations/#religiousobservancestext) for more info).
5. Jury duty or subpoena for court appearance.
6. Military duty.

**Non-Excused Absences:** Please note that these are **not acceptable excused absences**: early-travel departure dates for vacations, weddings, attending other graduations, oversleeping, etc.

**Now that you have read the attendance policy for the class**, if you have any questions about a planned absence that can be excused, please talk to your instructor.

**HOMEWORK:** All homework assignments listed in the course calendar are to be completed on the ***Connect*** web site (www.connect.mheducation.com). The student should check the assignments section of the calendar daily. These assignments are **DUE by 11:59 pm the day before class**. Instructions for completing these assignments are in

Connect. In addition to completing these homework assignments, the student will be expected to memorize vocabulary, verb forms, and grammar points, and study the pages assigned on the syllabus in order to be prepared to participate and work in class. Activities in class will be based on the homework assignments and the grammar points assigned for the day. The instructor will let the student know in class if certain exercises from the textbook should be completed for the following class period.

**NOTE: “Technical difficulties” will not be an acceptable excuse for incomplete assignments from *Connect,* so the student needs to make sure to avoid any such problems by completing the exercises in a timely manner. “Late assignments” will not be accepted, but with a valid written excuse they will not be counted against the student. The excuse must be presented ON THE FIRST DAY BACK TO CLASS.**

**CONNECT CODE:** A *Connect* code is contained in the student’s new textbook package. It must not be discarded until the student has successfully registered. Also, if the student intends to return the book, s/he may not open the package containing the code. **If the student loses his/her personal identification book key code (*Connect* access code) or s/he purchases a second-hand book s/he will have to buy a new code on-line.**

**PRUEBAS:** Quizzes are based on vocabulary, culture and grammar structures and may include oral questions as well as written questions. They will be given at the beginning of class, covering the pages indicated by the instructor, and they are designed to encourage the students’ preparation so that there is a good discussion on the topic in class after the assessment. If the student is absent on the day of a quiz, s/he will receive a zero unless s/he presents the instructor with a valid excuse ON THE FIRST DAY BACK TO CLASS. The quizzes given during the semester cannot be made up, but with a valid excuse the missed quiz will not be counted against the student.

**COMPOSITIONS:** Students will write two compositions in this course, turning in two drafts for each one. Topics and instructions for each composition will be announced and posted on Blackboard. Before the first draft of each composition is due, students will begin their compositions in class during a “Taller de escritura”. This is an opportunity for students to receive help and feedback from the instructor before completing and turning in their first draft. Compositions will be graded on organization, use of appropriate vocabulary, content, general grammatical accuracy, and accuracy of target grammar structure(s). Instructors will provide feedback based on these grading categories and will assign a grade to the first draft of the composition. They will then return the draft to the student, who will be expected to make corrections to the composition and turn it in for a second and final evaluation. The grade for the second draft will be based on the same criteria listed above, and will also take into account whether the student made the changes suggested by the instructor. **If the student does not turn in the first draft of the composition (in hard copy or electronic form, as requested by the instructor) on the day indicated in the course schedule, s/he will receive a zero on the composition, unless s/he presents the instructors with a valid written excuse ON THE FIRST DAY BACK TO CLASS. Needless to say, students must do their own individual work exclusively on compositions and all other graded material turned in for the course. In this area, as in all others, instances of academic dishonesty, cheating, or plagiarizing (presenting the product of another person’s mind as your own, receiving help from someone other than your own instructor, and/or using electronic translators) will be handled in accordance with the guidelines established in the University of Arkansas Undergraduate Studies Catalog and in the Student Handbook**.

**PRESENTATIONS:** Each student will do a short presentation at the end of the semester. The themes will be related to the compositions that each student wrote during the semester. If the student is absent on the day of a presentation, s/he will receive a zero unless s/he presents the instructor with a valid excuse ON THE FIRST DAY BACK TO CLASS.

Please refer to “Excused Absences.”

**EXAMS:** Each exam will have sections that test grammar structures and vocabulary. Absence from an exam is a serious matter and will result in a zero unless the student presents the instructor with a valid written excuse ON THE FIRST DAY BACK TO CLASS. Exams must be made up as soon as possible after consultation with the instructor. Dictionaries, translators, cell phones and notes may not be used during exams or any other testing situations.

**ORAL EXAM:** The student will take an oral exam during the week indicated on the syllabus. The exam will take approximately 5 minutes. The student’s answers should be **in complete sentences (in Spanish) using vocabulary and grammar that have been taught in class**.The questions will be related to familiar situations like those that are found in ANY of the chapters studied during the semester. During the exam, the student may not use notes of any 3

kind. The Oral Exam is graded on pronunciation, fluency, grammatical accuracy, vocabulary, and the ability to understand and also to be understood. If the student arrives late without a valid excuse, points will be deducted from his/her score. **Absence from the oral exam is a serious matter and will result in a zero unless the student presents his/her instructor with a valid written excuse ON THE FIRST DAY BACK TO CLASS. The oral exam must be made up as soon as possible after consultation with the instructor.** The oral exams will be in the regular classroom where the class meets.

**GRADES:** Students should keep all returned, graded work until final grades are received. Please note that grades may not be discussed over email. Please refer to Blackboard and/or make an appointment with your instructor to discuss your grade in person.

**Composition of Final Grade**

|  |  |  |  |
| --- | --- | --- | --- |
| **Exam #1** | **15%** | **Compositions (2)** | **10%** |
| **Exam #2** | **15%** | **Homework** | **10%** |
| **Exam #3** | **15 %** | **Oral Exam** | **5%** |
| **Quizzes** | **15%** | **Presentation** | **5%** |
| **Participation Grade** | **5%** |  |  |
| **Attendance Grade** | **5%** |  |  |

**IMPORTANT DATES: November 17th is the last date to drop from the course and receive a W.**

**BONUS OPPORTUNITIES:** Each student may complete 5 bonus opportunities total, each of which will count as 20% added on to a quiz or homework grade. The activities listed below will serve as bonus opportunities as well as any extracurricular activity related to Spanish announced and approved by the instructor.

**TERTULIA:** “One hour speaking Spanish with friends to learn more about the language and the Hispanic culture.” This is a tremendous opportunity for students to practice their speaking skills with other students and instructors. To achieve extra credit the student must attend the event, write a paragraph of at least 7 sentences in Spanish about the experience and turn it into his/her instructor the next day back to class.

**CULTURAL EVENTS:** The cultural events sponsored by the Spanish Department and the Department of Latin American Studies are an excellent opportunity for students to get in contact with Spanish cultural topics as well as to attend famous speakers’ visits. To achieve extra credit each student must attend the event, write a paragraph of at least 7 sentences in Spanish about the experience and turn it into his/her instructor the next day back to class.

**COMPAÑERO DE CONVERSACIÓN:** “Have an interesting and fun individual conversation with a native speaker to gain fluency in Spanish.” Your instructor will share the corresponding information and will also announce when this activity is available.

**SOCIAL MEDIA:** The Spanish program will be using Facebook, Twitter, and any other effective social media to stay connected with students and advertise upcoming departmental events (Facebook and Twitter: "Spanish U Arkansas")

**WEBSITES:** There are lots of useful websites available on the Internet to help the student learn and practice Spanish. A few of the best sites are:

1. **Learn Spanish** (http://www.studyspanish.com) has grammar explanations, practice exercises, quizzes, and pronunciation practice.
2. **Conjuguemos** (http://conjuguemos.com) Verb conjugation practice (all tenses). This site allows the student to create timed practice sessions by choosing which verb tenses and subject pronouns to include in a quiz. The results can be e-mailed to the instructor.
3. **Word Reference** (http://wordreference.com) is a great online translator that works as a forum. You can find words/phrases from different Spanish speaking countries and get input from native Spanish speakers.
4. **Quizlet** (http://quizlet.com) Make your own flashcards with this website (also available as an app).

**SPECIAL ACCOMMODATIONS:** Students registered with the Center for Educational Access will be given suitable accommodations as prescribed by that office. It is the responsibility of the student to notify the instructor of these accommodations at the beginning of the semester and any time thereafter when they are to be utilized. If the student is not registered with the Center, we cannot give him/her any accommodations.

**ACADEMIC HONESTY:** As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘**Academic Integrity Policy’** which may be found at [http://honesty.uark.edu/.](http://honesty.uark.edu/) Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor. The course instructor will report all violations to the Office of Academic Initiatives and Integrity as required by the University.

**REGARDING NOTE SELLING AND DISTRIBUTING:** There are companies that will try to lure you into selling the notes you take in this class. Don't let these companies take advantage of you. Selling notes to any commercial service will be considered a violation of intellectual property rights and/or copyright law as well as a violation of the U of A's academic integrity policy. Continued enrollment in this class signifies intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

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**EXTRA HELP:** The Spanish Center offers free tutoring Monday, Wednesday, and Friday in JBHT 207 from

10:00-11:00 a.m. (presential), 11:00-12:00 p.m. (online), and from 1:00-2:00 p.m. (presential). The Foreign Language Office (KIMP 425 / 575-2951) has a list of names of possible paid Spanish tutors, and Spanish tutoring is also offered free of charge at the Center for Learning and Student Success (http://class.uark.edu / 575-2885). However, it is important that the student seek the help of his/her instructor during the instructor’s office hours. If the student has a class or is otherwise occupied during the posted hours, most instructors will be flexible in trying to accommodate the student’s needs.

**INCLEMENT WEATHER POLICY:** The instructor will make every effort to meet the class. In the case of severe weather or in the event that buses are not running, absences will be excused. It is the student’s responsibility to call the university weather line (479-575-7000) or check the main website to see if the university is closed.

**EMERGENCY PROCEDURES:** Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at [**https://safety.uark.edu/emergencypreparedness/**](https://safety.uark.edu/emergency-preparedness/)

**SEVERE WEATHER (TORNADO WARNING):**

1. Follow the directions of the instructor or emergency personnel.
2. Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
3. If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
4. Stay in the center of the room, away from exterior walls, windows, and doors.

**VIOLENCE / ACTIVE SHOOTER (CADD):**

1. **CALL-** 9-1-1.
2. **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
3. **DENY-** Barricade the door with desk, chairs, bookcases or any 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.
4. **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**CELL PHONES AND SMART WATCHES:** Students should not use cell phones and/or smart watches for text messaging, e-mail, etc. during class. **Cell phones need to be stored and out of sight**. In order to keep class disruption to a minimum, students also should not receive phone calls except in an emergency. In such case, students should leave the room quietly and carry on the conversation in the hall. **If a student is found text messaging it will result in the lowering of the participation grade.**

Department of World Languages, Literatures, and Cultures

University of Arkansas

SPAN 30303

Conversation & Composition

|  |  |
| --- | --- |
| Fall 2023  Face-to-face course  TuTh 12:30-1:45pm  Room: Business 336 | Prof. Manuel Olmedo Gobante molmedog@uark.edu  Office: Kimpel 507  Student hours by appointment |

# MATERIALS

• Textbook (e):Blanco, José A. *REVISTA: Conversación sin barreras*

(**6th** ed.), Vista Higher Learning, 2021 **Digital** **Access to** **Supersite**

# Plus and the electronic edition or *vtext are required*. Purchasing

the loose-leaf format is optional[(https://vistahigherlearning.com/revista-6thedition.html)](https://vistahigherlearning.com/revista-6th-edition.html). **Register** using the following information:

Professor: Olmedo (University of Arkansas)

Course: SPAN 3033 Convf23

Section: Sección 3

* Mac/Personal computer/Smartphone with microphone and webcam.
* A notebook with detachable pages
* Recommended online sources**:** *Diccionario de la Lengua Española*, Real Academia Española ([www.rae.es)](http://www.rae.es/) & WordReference Online Language Dictionary (Español-Inglés / Inglés-Español) ([www.wordreference.com)](http://www.wordreference.com/)

# COURSE OBJECTIVES

The main goal of this course is to foster a Spanish-speaking community and to help students build their linguistic proficiency while increasing their awareness of Spanish and Latin American culture. By the end of the course, students should develop the ability to:

1. Demonstrate an advanced proficiency in Spanish.
2. Describe and narrate personal experiences and interests using different styles, formats, and media.
3. Communicate facts about current events and issues of public interest.
4. Reflect on cultural products, practices, and perspectives from the Spanishspeaking world.

**Grading Breakdown:**

# • 20% Participación en clase

* 30% **Proyecto de Podcast** o 10% 6 Tareas Podcast o 10% Proyecto Final (episodio podcast) o 10% 2 Autoevaluaciones individuales
* 15% **3** **Exámenes de vocabulario y colegialidad** (*drop the lowest*) • 15% **3 Notas culturales** (*personal* *videos and discussions, 10% late penalty*)
* 10% **2** **Composiciones** (*10% late penalty*)
* 10% ***Supersite*** (*10% late penalty, drop the lowest*)

# COURSE COMPONENTS

* **PARTICIPATION (20%)**

* + Provided that circumstances allow it, class sessions will be done **in person,** following the calendar below. See attendance policy below.
  + Mere presence does not count as participation. Your participation grade will reflect how much and well you participated in class discussions by sharing your ideas amicably and asking and answering questions while helping your colleagues engage in the conversations. **The use of electronic devices is not allowed** during class time and will affect your participation grade severely.
  + Classes will be conducted in **Spanish**. You are expected to speak Spanish **all the time,** as long as you are in the classroom, even before and after class. Speaking English or any other foreign language will lower your class grade. Students must **prepare thoroughly** outside class by reading the assignments, researching for *La noticia del día*, thinking about their *¿qué te cuentas?* (see below), looking up unfamiliar words, noting grammar questions for the instructor **before coming to class**.
  + ***¿QUÉ TE CUENTAS?*** As part of their participation grade, students must be **prepared** to briefly share (1 or 2 sentences) a piece of information regarding their personal/academic daily life.

* + ***LA NOTICIA DEL DÍA***: As part of their participation grade, students must be **prepared** to briefly share (1 or 2 sentences) a **recent** piece of news at the beginning of **EVERY SESSION**. All students should be familiar with current events in the Hispanic world by regularly reading different **respectable** sources. A few examples are: *Clarín*, *La Nación* (Argentina); *El Mercurio* (Chile); *El Mundo, ABC, El País*, *CTXT* (España); *La Jornada*, *Reforma*

(México); *El Nuevo Día* (Puerto Rico); *El Nacional*, *El Universal* (Venezuela), *El tiempo, El espectador, El Heraldo, El Colombiano* (Colombia), etc.

* **PROYECTO DE PODCAST (30%)**

In this course, students will learn how to collaborate in groups to produce, conduct, edit, and publish a podcast episode (Proyecto Final, 10%) using the Audio Creation Room at the World Languages and Digital Humanities Studio (JBHT 255). To prepare for this, students will submit a total of 6 *tareas* (10%) throughout the course. Instructions and guidelines will be available in Blackboard/Tareas Podcast and discussed in class time at the end of each lesson (see “Tarea Podcast” in calendar).

* **EXÁMENES DE VOCABULARIO, GRAMÁTICA Y COLEGIALIDAD (15%)**

Conversation is a complex sociolinguistic phenomenon. During the course, students will expand their Spanish vocabulary and grammatical awareness as they get to know their classmates. There will be 3 exams in which students will demonstrate both their assimilation of the vocabulary learned in class (particularly that which is written on the whiteboard), their explicit knowledge about grammar rules, and their knowledge about their peers. The lowest grade will be dropped.

# • *NOTAS CULTURALES* (15%)

During the course, students are expected to engage with Spanish and Latin American culture outside class by attending academic or cultural events, talking to Spanish speakers, listening to music, watching Hispanic movies, TV series, Youtube videos, etc. Students will share their cultural development in forum discussions. **Starting on Week Four**, students will submit a short video (2-3 minutes) in Blackboard on the days marked on the calendar **by 11:59pm**. Videos must be **in Spanish**, and should: a) explain what measures the student took to improve their linguistic and intercultural proficiency, and b) reflect on **one** *cultural product, practice, or perspective* (*ppp.*) that the student has learned. Reading is not allowed, but notes are. In addition, each student will have exactly **one week** to write at least **5 responses** to their classmate’s videos. Videos and discussions will be graded as follows: o 20% Clarity

* Ideally, the language is clear, fluent, expressive, grammatically correct, and was supported with multimedia materials. The student does not read at all. The extension of the video is from 1 to 2 minutes. o 20% Relevance and effort o The student engaged in an impactful event. Ideally, the information was carefully selected and addresses a Hispanic cultural practice, product, or perspective that is meaningful for the student and could interest their classmates. o 20% Reflection and analysis o Ideally, the student invested a substantial amount of time engaging with Spanish-speaking culture. Reflection moves beyond simple description of the *ppp*. to an in-depth analysis that focuses on formal details, social contexts, etc. o 20% Interconnections and Self-criticism o Ideally, the reflection demonstrates connections between the cultural aspects learned and material from other courses, past experiences or with aspects of the student’s own culture. It also demonstrates ability of the student to question their own pre-conceptions and define new modes of thinking as a result. o 20% Responsiveness to classmates’ comments
* Ideally, the student engages with their classmates in a kind, respectful and supportive manner, shows interest in their reflections, and agrees or disagrees with them in a meaningful way that furthers discussion. The student writes more than five responses and answers to the comments he/she/they received from their peers.

* **2 COMPOSICIONES (10%):**

Students will write two compositions (1-2 pages each) reflecting on one of their classmate’s podcast assignments (see calendar and above). There will be a 10% penalty for late submissions. Compositions will be graded as follows:

* + 20% Accuracy and specificity of the content o 20% Appropriate extension and organization o 20% Comprehensibility and use of appropriate grammar o 20% Use of varied vocabulary
  + 20% Use of appropriate format, marks, and punctuation

* **SUPERSITE(10%)**

Activities on Supersite (see Materials above) demonstrate that students have prepared properly for class discussions. Thus, they are to be done **before**every session. There will be a *10% penalty* for late submissions*.* See above for information on how to purchase *supersite* and access the course.

## EXTRACURRICULAR ACTIVITIES (see *Notas culturales* above)

* **Eventos:** The cultural and academic events sponsored by the Spanish Program and the Latin American & Latinx Studies Program are an excellent opportunity for students to get in contact with Hispanic cultural topics as well as to attend famous speakers’ visits.
* ***Compañero de conversación*:** “Have an interesting and fun individual conversation with a native speaker to gain fluency in Spanish.” Your instructor will announce when this activity is available.
* ***Tertulia*:** “One hour speaking Spanish with friends to learn more about the language and the Hispanic culture.” This is an opportunity for students to practice their speaking skills with other students and instructors.
* ***Club de Cine*:** To be announced.
* ***Plaza de las Américas:*** To be announced.
* **Social media:** The Spanish program uses Facebook, Twitter, and Instagram to stay connected with students and advertise relevant information about the language and upcoming events such as Tertulia, Compañero de conversación, Plaza de las Américas, etc. (Facebook, Twitter, and Instagram: "Spanish U Arkansas").

**ATTENDANCE**

All students are expected to attend every day and arrive on time. Tardiness, and early departures will affect your participation grade.

The following is a list of excused absences, as defined by the University of Arkansas (https://provost.uark.edu/faculty-handbook/2-academicresponsibilities/03.php). Mandatory quarantines are also considered excused absences. To **make up** for excused absences, students can upload to Blackboard (Extra videos) a 5 min. video in which they discuss their *¿qué te cuentas?* and *noticia del día* and react to the readings that were assigned for the missed day.

**HELP**

The World Languages Office (KIMP 425) has a list of names of possible paid Spanish tutors, and Spanish tutoring is also offered free of charge at the Center for Learning and Student Success (https://success.uark.edu/). The instructor does not provide technical support. For issues with Blackboard, contact Bbhelp

(https://bbhelp.uark.edu/). For Supersite, contact Vista Higher Learning [(https://vistahigherlearning.com/tech-support)](https://vistahigherlearning.com/tech-support). The instructor does not provide technical support.

### UNIVERSITY OF ARKANSAS POLICIES

* **Academic Honesty:** As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at [http://provost.uark.edu/.](http://provost.uark.edu/) Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.
* **Special Accommodations:** Students registered with the Center for Educational Access (http://cea.uark.edu / 575-3104) will be given suitable accommodations as prescribed by that office. It is the responsibility of the student to notify the instructor of these accommodations at the beginning of the semester and any time thereafter when they are to be utilized. If the student is not registered with the Center, we cannot give them any accommodations.
* **Emergency Procedures:** Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at **emergency.uark.edu**.

### RESOURCES

* **Center for Education Access**: The Center for Educational Access (CEA) serves as the central campus resource for the University community in regards to students with disabilities and accommodations to remove barriers to access. Call 479-575-3104 or email ada@uark.edu. 209 Arkansas Union, or visit their website.
* **Counseling and Psychological Services**: The staff of Counseling and Psychological Services (CAPS) works with members of the University to help solve problems, understand themselves, grow personally, develop more satisfying relationships with friends and family and help with other mental health issues. Services are provided by licensed psychologists, counselors, and social workers. Call 479-575-5276 to make an appointment, or visit their website. 24 hour emergency service available, Call (479) 575-5276.
* **Full Circle Pantry**: The Jane B. Gearhart Full Circle Food Pantry is available as a free grocery assistance center for all U of A students, staff, and faculty. Full Circle is located on the backside of Walton Residence Hall. For more information visit fullcircle.uark.edu or email pantry2@uark.edu.

See calendar on next page.

# CALENDARIO DEL CURSO

|  |  |  |
| --- | --- | --- |
| S1. | 22 de agosto | **Preparación:** Leer el “Programa del curso” (ver arriba) **Clase:** Presentación del programa del curso |
| **LECCIÓN 1** | |
| 24 de agosto | **Preparación:** (Tareas en *Supersite*)   * Leer: pp. 2-5 * Estudiar: Vocabulario pp. 4 * Ver: *Viaje a marte* * Leer: pp. 6-9 * Repasar: Estructuras 1.1 pp. 10- 11 **Clase:** * Corto: *Viaje a Marte* * Estructuras: Ser y estar |
| S2. | 29 de agosto | **Preparación:** (Tareas en *Supersite*)   * Repasar: Estructuras 1.2 pp. 12-13 * Leer: pp. 14-17 **Clase:** * Estructuras: Preposiciones * Ensayo: “Celebración de la fantasía” |
| 31 de agosto | **Preparación**: (Tareas en *Supersite*)   * Leer: pp. 18-24 **Clase:** * Cuento: “El otro círculo” |
| S3. | 5 de septiembre | **Preparación:** (Tareas en *Supersite*)   * Leer: pp. 25–29 * Leer pp. 30-31 **Clase:** * Experiencias: “Los suyos” * Tira cómica: “Viaje espacial” |
| 7 de septiembre | **Preparación:** (Tareas en *Supersite*)   * Leer: p. 32-33 **Clase:** * Conversación: “Creadores de Realidad” * Tarea Podcast I |
|  | 8 de septiembre\* | **Subir a Blackboard:**  • TAREA PODCASTI: Cuenta una historia misteriosa (tarea individual) |

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| **LECCIÓN 2** | | |
| S4. | 12 de septiembre | **Preparación:** (Tareas en *Supersite*)   * Leer: pp. 34-37 * Estudiar: Vocabulario pp. 36 * Ver: *Diez minutos* * Leer: pp. 38-41 * Repasar: Estructuras 2.1 pp. 42–43 **Clase:** * Corto: *Diez minutos* * Estructuras: Narración en el pasado I |
| 14 de septiembre | **Preparación:** (Tareas en *Supersite*)   * Repasar: Estructuras 2.2 pp. 44–45 * Leer: pp. 46-50 * Leer: pp. 51-54 **Clase:** * Estructuras: Narración en el pasado II * Artículo: “Las cuatro fórmulas de la felicidad” * Microcuentos: “Inevitable, “Los tiempos cambian”, “Decepción” |
| 15 de septiembre | • Subir **Nota Cultural I** |
| S5. | 19 de septiembre | **Preparación:** (Tareas en *Supersite*)   * Leer: pp. 55-59 * Leer: pp. 60-61 **Clase:** * Poema: “La intrusa” * Tira cómica: “Yo le diría” |
| 21 de septiembre | **Preparación:** (Tareas en *Supersite*)   * Leer: pp. 62-63 **Clase:** * **EXAMEN I** * Conversación: ¿Innato o adquirido? * Tarea Podcast II |
|  | 23 de septiembre | **Subir a Blackboard**\***:**  • TAREA PODCAST II: Entrevista de 5 minutos.  (tarea individual). |

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| **LECCIÓN 3** | | |
| S.6 | 26 de septiembre | **Preparación:** (Tareas en *Supersite*)   * Leer: pp. 64-67 * Estudiar: Vocabulario pp. 66 * Ver: *Namnala* * Leer: pp. 68-71 * Repasar: Estructuras 3.1 pp. 72–73 **Clase:** * Pronombres de O. D. y O. I. * Corto: *Namnala* |
| 28 de septiembre | **Preparación:** (Tareas en *Supersite*)   * Repasar: Estructuras 3.2 pp. 74–75 * Leer: pp. 76-80 * Leer: pp. 81–85 **Clase:** * Adjetivos * Entrevista: “*Roma*: las claves del cine social” * Artículo: “Así se contagian las emociones” |
| S.7 | 3 de octubre | **Preparación:** (Tareas en *Supersite*)   * Leer: pp. 86-91 * Leer: pp. 92-93 **Clase:** * Cuento: “¿Me agregás como amiga?” * Tira cómica: “Facultad de periodismo moderno” |
| 5 de octubre | **Preparación:** (Tareas en *Supersite* y Blackboard)   * Leer: pp. 94-95 **Clase:** * Conversación: La telebasura a debate * Tarea Podcast III |
|  | 6 de octubre | **Subir a Blackboard**†**:**  • TAREA PODCAST III: Entrevista editada de dos minutos (tarea individual) |

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| **LECCIÓN 4** | | |
| S.8 | 10 de octubre | **Preparación:** (Tareas en *Supersite*)   * Leer: pp. 96-99 * Estudiar: Vocabulario pp. 98 * Ver: *El forastero* * Leer: pp. 100-103 * Repasar: Estructuras 4.1 pp. 104–105 **Clase:** * Corto: *El forastero* * Estructuras: Subjuntivo I |
| 12 de octubre | **Preparación:** (Tareas en *Supersite*)   * Repasar: Estructuras 4.2. pp. 106–107 * Leer: pp. 108-111 * Leer: pp. 112-116 **Clase:** * Estructuras: Pronombres relativos * Artículo: “La tortilla” * Experiencias: “Carta abierta a mi nieta o nieto” |
| 13 de octubre | • Subir **Nota Cultural II** |
| S.9 | 17 de octubre | **¡Vacaciones de otoño!** |
| 19 de octubre | **Preparación:** (Tareas en *Supersite*)   * Leer: pp. 117–121 * Leer: pp. 122–123 **Clase:** * Poema: “Oda a un millonario muerto” * Tira cómica: Magola |
| S.10 | 24 de octubre | **Preparación:** (Tareas en *Supersite*)   * Leer: pp. 124-125 **Clase:** * **EXAMEN II** * Conversación:Empresas multinacionales * Tarea Podcast IV |
| 26 de octubre | **Preparación de la tarea IV**‡  (Producción y Postproducción) |
| 28 de octubre | **Subir a Blackboard:**   * TAREA PODCAST IV: Episodio corto (5 minutos, tarea de grupo). * AUTOEVALUACIÓN I |

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| **LECCIÓN 5** | | |
| S.11 | 31 de octubre | **Preparación:** (Tareas en *Supersite*)   * Leer: pp. 126-129 * Estudiar vocabulario pp. 128 * Ver: *Porsiemprejamón* * Leer: 130-133 * Repasar: Estructuras 5.1 pp. 134–135 **Clase:** * Corto: *Porsiemprejamón* * Estructuras: el subjuntivo II |
|  | 2 de noviembre§ | **Preparación:** (Tareas en *Supersite*)   * Repasar: Estructuras 5.2. pp. 136–137 * Leer: pp. 138-141 * Leer: pp. 142–146 **Clase:** * Estructuras: Usos de se * Artículo: “Existe aún el amor verdadero” * Artículo: “Lo que dure el amor” |
|  | 3 de noviembre | • Subir **Nota Cultural III** |
| S.12 | 7 de noviembre | **Preparación:** (Tareas en *Supersite*)   * Leer: pp. 147-151 * Leer: pp. 152–153 **Clase:** * Cuento: “Soufflé de castañas” * Tira cómica: “El amor es divertido” |
| 9 de noviembre | **Preparación:** (Tareas en *Supersite*)   * Leer: 154-155 **Clase:** * Conversación: Los misterios del amor * Tarea Podcast V |
|  | F 10 de noviembre | **Subir a Blackboard:**   * TAREA PODCAST V: Storyboard de la Sección 1 del proyecto final (tarea en grupo). * **COMPOSICIÓN I** |

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| **LECCIÓN 6** | | |
| S.13 | 14 de noviembre | **Preparación:** (Tareas en *Supersite*)   * Leer: pp. 156-159 * Estudiar: Vocabulario pp. 158 * Ver: *Ayúdame a recordar* * Leer: 160-163 * Repasar: Estructuras 6.1 pp. 164–165 **Clase:** * Corto: *Ayúdame a recordar* * Estructuras: Condicionales con *si* |
| 16 de noviembre | **Preparación:** (Tareas en *Supersite*)   * Repasar: Estructuras 6.2 pp. 166–167 * Leer: pp. 168-172 * Leer: pp. 173-177 **Clase:** * Estructuras: Usos del *se* II * Experiencia: “Ni coja ni madre” * Artículo: “Padre, papá, *papi*” |
| S.14 | 21 de noviembre | **Preparación:** (Tareas en *Supersite*)   * Leer: pp. 178-182 * Leer: pp. 183-184 **Clase:** * Cuento: “Los merengues” * Tira cómica: “Teléfono: una enfermedad celular” |
| 23 de noviembre | **¡Acción de gracias!** |
| S.15 | 28 de noviembre | **Preparación:** (Tareas en *Supersite* y Blackboard)   * Leer: pp. 185-186 **Clase:** * Conversación: Efectos de la inmigración * Tarea Podcast VI: Sección 2ª del Proyecto Final |
| 30 de noviembre | **Preparación del Proyecto Final**\*\*(producción) |
| 1 de diciembre | **Subir a Blackboard:**  • TAREA PODCAST VI: Storyboard de la Sección 2 |
| s.16 | 5 de diciembre | **Preparación del Proyecto Final** (postproducción) |
| 6 de diciembre | **Subir a Blackboard:**   * PROYECTO FINAL: Episodio podcast (30 min.) * AUTOEVALUACIÓN II |
| 7 de diciembre | Último día de clase  • **EXAMEN III** |
|  | 14 de diciembre | **Subir a Blackboard:** • **COMPOSICIÓN II** |

**Gray** means no class meeting that day.

**UNIVERSIDAD DE ARKANSAS**

**PROGRAMA DE ESPAÑOL**

**SPAN 31203 ESPAÑOL PARA HISPANOHABLANTES II**

**WJWH 103 10:45 a.m. - 11:35 a.m. Primavera 2020**

**Profesora:** Martha Montejo **Correo electrónico:** XXXX@uark.edu

**Oficina:** Kimpel Hall XXX **Consultas:** XXX y XXX X:XX-X:XX p.m. XXX: con cita previa.

**Teléfono-Oficina:** (479) 575-XXXX **Código-*Supersite*:** XXXXXX

**MATERIALES PARA EL CURSO**

**Libro de texto requerido:** Blanco J. (2020). *Galería de lengua y cultura II* (1st ed.). Boston, Massachusetts: Vista Higher Learning.

**Tarjeta de acceso requerida:** *Galería de lengua y cultura II* *Supersite***(**www.vhlcentral.com). Plataforma de tareas.

**Blackboard:** https://learn.uark.edu

**Recomendado:** Diccionario Español-Inglés / Inglés-Español (Collins, Simon & Schuster International, Larousse o Oxford);

Diccionario de la Real Academia Española (Español-Español) (www.rae.es) & WordReference Online Language Dictionary (Español-Inglés / Inglés-Español) (www.wordreference.com)

**DESCRIPCIÓN Y OBJETIVOS DEL CURSO**

Este es el segundo curso del programa de español diseñado para estudiantes hispanohablantes por herencia que trata sobre la lengua, la literatura y la cultura del mundo hispánico. El curso está dirigido a estudiantes que han crecido en los EE. UU. y que han cursado por lo menos dos años de español en la secundaria o SPAN 2123 aquí en la Universidad de Arkansas.

El programa clasifica a los estudiantes de español en hispanohablantes nativos, hispanohablantes por herencia y estudiantes de español como segunda lengua. Esta clasificación se basa estrictamente en la experiencia lingüística, no en el origen o etnia del estudiante. Este curso está diseñado para hispanohablantes por herencia y no se recomienda a estudiantes de español como segunda lengua ni a hispanohablantes nativos que hayan cursado la secundaria en un país de habla hispana o Puerto Rico.

Para los estudiantes de español (majors y minors), este curso sustituye el requisito de SPAN 3103 Cultural Readings y tras concluirlo satisfactoriamente se puede solicitar crédito por los cursos elementales e intermedios (credit by achievement). Este curso también cuenta para la especialidad en estudios latinoamericanos.

El objetivo principal del curso es que los estudiantes adquieran un mejor dominio del castellano para uso académico y profesional. Más concretamente, el curso busca desarrollar la escritura y la lectura, ampliar el vocabulario y afianzar el dominio de la ortografía y las estructuras gramaticales mediante ensayos analíticos y presentaciones sobre temas relacionados con sus carreras y temas de actualidad.

Entre los objetivos generales se encuentran los siguientes:

* Mantener el español en las vidas de los estudiantes, a nivel profesional, académico y personal.
* Desarrollar conocimiento sobre las variedades lingüísticas del español en los Estados Unidos y el mundo.
* Mejorar el conocimiento y uso del español estándar (variedad lingüística académica), oral y escrito, a través de prácticas académicas que se enfoquen en:

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| − | estudiar los diferentes registros (formal, informal). |
| − | aumentar el vocabulario de otros ámbitos o dominios (más allá del dominio de lo familiar). |
| − | estudiar y practicar las normas de ortografía y puntuación. |
| − | mejorar el conocimiento y uso de la gramática, partiendo del conocimiento previo del estudiante y enfocándose en lograr un buen desempeño académico, profesional y personal. |
| − | validar la variedad lingüística y la experiencia del estudiante con su idioma, su cultura, y con las |

comunidades a las que pertenecen.

* Aprender a analizar y a comentar críticamente obras literarias y culturales.
* Desarrollar la capacidad de expresión y de pensamiento crítico.
* Desarrollar conciencia histórica y cultural del legado hispano y sus aportes a este país, así como también desarrollar conciencia histórica y cultural sobre Latinoamérica, España y el mundo hispanohablante.
* Fomentar la conciencia y el fortalecimiento de las conexiones culturales y sociales del estudiante con las comunidades a las que pertenece y en las que participa.

**Por último, este curso no solo espera contribuir a la formación de los futuros líderes del estado y del país, sino también de aquellos estudiantes que anhelen ir en busca de trabajos a nivel internacional que exijan una buena formación a nivel cultural, lingüístico y profesional.**

**REQUISITOS DEL CURSO**

**EXÁMENES (40%):** A lo largo del semestre, cada estudiante deberá tomar tres exámenes. Cada uno de los mismos cubrirá el material estudiado hasta el día correspondiente y constará de dos partes principales. La primera parte cubre gramática y ortografía.La segunda parte cubre los textos informativos, literarios, videos y presentaciones, además de las lecturas complementarias en Blackboard. Estas preguntas evaluarán la comprensión de los textos, así como la expresión correcta en español y la capacidad analítica. Si el estudiante falta a clase un día de examen, deberá presentar una justificación válida como explicación por su ausencia (Ver “Ausencias justificadas”). En base a ella, la profesora indicará los pasos a seguir.

**ENSAYOS (30%):** Cada estudiante deberá completar tres ensayos breves, enfocados en diferentes usos del lenguaje. Los mismos deben seguir las pautas señaladas en Blackboard, y estar bien organizados y desarrollados. Deben estar escritos en forma clara y demostrar buen dominio de las estructuras gramaticales y la ortografía del español estándar. El formato que debe utilizarse es MLA, letra de 12 pts. en Times New Roman, a doble espacio y con una extensión mínima determinada (Ver tabla a continuación). El día que corresponda y según las indicaciones de la profesora, se debe traer una copia del ensayo a clase o subirlo en Blackboard como documento de Word con el apellido del estudiante en el nombre del archivo (ej. Pérez. doc). Si el estudiante no envía su ensayo el día indicado, deberá presentar una justificación válida como explicación. En base a ella, la profesora indicará los pasos a seguir.

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| **Ensayo** | **Tipo** | **Descripción** | **Extensión** |
| #1 | Autobiográfico | Elaborar un ensayo autobiográfico en primera persona. El mismo puede remontarse a la historia de sus padres o abuelos, contar su experiencia con el castellano y el inglés, su relación con el país de origen suyo o de su familia, las dificultades para ingresar a la universidad, sus metas personales y profesionales en este país. etc. | 500-750 palabras |
| #2 & #3 | Persuasivo | Escribir dos ensayos persuasivos (argumentativos) de un tema que elegirá con aprobación de la profesora. Este tipo de ensayo debe demostrar un buen argumento que pueda defender y que le permita convencer al lector de su punto de vista. El contenido debe ser crítico y demostrar el manejo de la variedad del español académico. | 750-1000 palabras |

**Importante**: Es preciso documentar y acreditar apropiadamente el uso de fuentes secundarias y de consulta, indicando el autor, la fuente y la página. Atención a las normas de integridad académica (Ver Catálogo de la Universidad). Es imprescindible cumplir el reglamento de integridad académica de la Universidad de Arkansas. Cualquier violación será reportada y sancionada con una F.

**PRUEBAS (10%):** Las pruebas se enfocan en estructuras gramaticales, ortografía y temas desarrollados en clase. Aquellas relacionadas con gramática y con ortografía serán en línea (Blackboard) pero las que evalúan los temas desarrollados en clase (y el material complementario en Blackboard) serán presenciales y anunciadas por la profesora. Si el estudiante falta a clase un día de prueba o no completa una prueba en línea, deberá presentar una justificación válida como explicación por su ausencia (Ver “Ausencias justificadas”) a clase o su prueba en línea sin completar. En base a ella, la profesora indicará los pasos a seguir.

**PRESENTACIONES (5%):** Cada estudiante deberá dar dos presentaciones de 7 a 10 minutos aproximadamente. La primera será individual y la segunda será con un/a compañero/ de clase. Cada una debe ser sobre un tema que resalte la creatividad, la perseverancia, la solidaridad y las perspectivas similares que resaltan los aportes, el dinamismo y las innovaciones del mundo hispano (España, Latinoamérica y Latinos en EE. UU.), similar a los TED Talks (Tecnología, entretenimiento, diseño) o **TED en ESPAÑOL** (https://www.ted.com/about/programs-initiatives/ted-en-espanol). Las presentaciones deben demostrar buena preparación, organización, comunicación efectiva, buen uso del castellano, profesionalismo y lenguaje corporal. Las pautas para realizar una presentación de TED se encuentran en **Speak Up For Success** (https://speakupforsuccess.com/create-a-ted-talk/). Si el estudiante falta a clase un día de presentación, deberá presentar una justificación válida como explicación por su ausencia (Ver “Ausencias justificadas”). En base a ella, la profesora indicará los pasos a seguir.

**TAREAS (5%):** La tarea principal es leer con atención las páginas indicadas y completar los ejercicios en línea

(*Supersite*) relacionados con las mismas. Las actividades en clase y las pruebas se basarán en estas lecturas y ejercicios.

***Supersite*:** Los ejercicios asignados en esta plataforma se deben realizar después de leer las páginas indicadas en preparación para la sección que se enseña en la próxima clase. Este procedimiento permite que el estudiante consolide la comprensión de los temas con antelación y así estar mejor preparado para participar en las discusiones de clase. **Estos ejercicios en línea deben ser completados antes de la medianoche del día correspondiente.** Las tareas que se entreguen tarde perderán puntos automáticamente. En el caso de que existiera una justificación válida como explicación por la tardanza, **el estudiante la deberá presentar el día que regrese a clase** y así no se perderán puntos.

**Código para el *Supersite*:** Cada estudiante debe tener su propia tarjeta de acceso al *Supersite* y así crear una cuenta en esta plataforma. Una vez que la haya configurado, el estudiante recibirá de la profesora un código relacionado con la clase y con el mismo se matriculará en la sección creada por la profesora. Las instrucciones serán enviadas por correo y también estarán en Blackboard.

**Tarea sobre presentaciones:** A lo largo del semestre, durante las clases relacionadas con las presentaciones, cada estudiante debe entregar una tarea impresa (ej. Tarea #1, Tarea #2, etc.) en esos días. De este modo, el estudiante que presenta en esa clase debe entregar como tarea su tema de presentación, y el estudiante que no presenta debe entregar como tarea las preguntas que elaboró para el exponente. Más instrucciones serán compartidas por la profesora al inicio del semestre.

**PARTICIPACIÓN (5%):** La buena preparación de las lecturas para el día correspondiente y la participación voluntaria en las actividades de clase son necesarias para una buena calificación en la participación. El estudiante debe contribuir activamente en las discusiones y usar el idioma del curso (español) al hacer o responder preguntas como así también al escribir correos electrónicos a la profesora o a sus compañeros de clase.

**Teléfonos celulares y relojes inteligentes:** Los estudiantes no deben usar teléfonos celulares y / o relojes inteligentes para enviar mensajes de texto, correos electrónicos, etc. durante la clase. Para mantener la interrupción de la clase al mínimo, los estudiantes tampoco deben atender llamadas telefónicas, excepto en una emergencia. En tal caso, los estudiantes deben salir del salón en silencio y continuar la conversación telefónica en el pasillo. Si se encuentra al estudiante enviando mensajes de texto, se le reducirá la nota de participación.

**ASISTENCIA (5%):** Se espera que los estudiantes asistan todos los días de clase y lleguen a tiempo. Más de tres ausencias sin una justificación válida afectarán la calificación. La tardanza, las salidas anticipadas sin aviso previo o la entrada y salida repetidamente del salón mientras la clase está en sesión, también afectarán la calificación. En el caso de que existiera una justificación válida como explicación por alguna de las instancias mencionadas, **el estudiante la deberá presentar el día que regrese a clase** y así no perderá puntos de asistencia.

**Ausencias justificadas:** La siguiente es una lista de ausencias justificadas, según lo definido por la Universidad de Arkansas (https://class.uark.edu/graduate-in-four/class-attendance.php)

1. Enfermedad del alumno.
2. Enfermedad grave o muerte de un miembro de la familia inmediata del estudiante u otra crisis familiar.
3. Actividades patrocinadas por la universidad para las cuales se requiere la asistencia del estudiante.
4. Ritos u observancias religiosas (Consultar UA Religious Observances policy para más información).
5. Servicio de jurado o citación para comparecencia ante el tribunal.
6. Servicio militar.

**La profesora tiene el derecho de exigir que el estudiante proporcione la documentación apropiada para cualquier ausencia por la cual el estudiante desea ser exento (excusado).**

**OBSERVACIONES ADICIONALES SOBRE EL CURSO**

**CALIFICACIONES:** El estudiante debe guardar todos sus trabajos calificados hasta que reciba su calificación final. Escala para las calificaciones: Sobresaliente A (100-90), Bueno (89-80), Adecuado (79-70), Deficiente (69-60), Reprobado (59>).

**ACTIVIDADES EXTRACURRICULARES:** Los eventos culturales patrocinados por el programa de español y el programa de estudios latinoamericanos y latinos son una excelente oportunidad para que los estudiantes se pongan en contacto con temas culturales y además asistan a diferentes presentaciones de importantes catedráticos.

**MEDIOS DE COMUNICACIÓN SOCIAL:** El programa de español utiliza Facebook, Twitter e Instagram para permanecer en contacto con los estudiantes y publicar tanto los eventos que patrocina como también artículos relevantes sobre el idioma y sus beneficios (Facebook, Twitter e Instagram: "Spanish U Arkansas").

**SERVICIOS ESPECIALES:** Cada estudiante debe leer con atención la siguiente información y comunicarse con la profesora en el caso de necesitar servicios especiales.

**Special Accommodations:** Students registered with the Center for Educational Access (http://cea.uark.edu / 575-3104) will be given suitable accommodations as prescribed by that office. It is the responsibility of the student to notify the professor of these accommodations at the beginning of the semester and any time thereafter when they are to be utilized. If the student is not registered with the Center, we cannot give him/her any accommodations.

**POLÍTICAS DE LA UNIVERSIDAD DE ARKANSAS**

**INTEGRIDAD ACADÉMICA:** Es imprescindible cumplir el reglamento de integridad académica de la Universidad de Arkansas. Cualquier violación será reportada y sancionada con una F. Cada estudiante debe leer con atención la siguiente información.

**Academic Honesty:** As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘**Academic Integrity Policy’** which may be found at http://provost.uark.edu/. Students with questions about how these policies apply to a particular course or assignment should immediately contact their professor.

**PROCEDIMIENTOS EN CASO DE EMERGENCIA:** Cada estudiante debe leer con atención la siguiente información y familiarizarse con los procedimientos recomendados por la Universidad de Arkansas.

**Emergency Procedures:** Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at **emergency.uark.edu**.

**Inclement Weather Policy:** The professor will make every effort to conduct class. In the case of severe weather or in the event that buses are not running, absences will be excused. It is the student’s responsibility to call the university weather line (575-7000) or check the main website to see if the university is closed.

**Severe Weather (Tornado Warning):**

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| − | Follow the directions of the professor or emergency personnel. |
| − | Seek shelter in the basement or 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 lowest 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 (CADD):**

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| − | **CALL-** 9-1-1 |
| − | **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers. |
| − | **DENY-** Barricade the door with desk, chairs, bookcases or any 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. |
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**CALENDARIO – ESPAÑOL 31203 – PRIMAVERA 2020**

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| **FECHAS** | **TEMAS & EVALUACIONES**  **Estudiar las páginas asignadas “antes” de venir a clase.** | **TAREAS & PRUEBAS**  **Supersite- Blackboard (Bb)** |
| 13/1 | **Introducción a la clase**  El español en el Noroeste de Arkansas\* Registros del español (Bb) | Explorar la historia del español en NWA |
| 15/1 | **Tarea NWA**\*  El español en el Noroeste de Arkansas\* Dominios del uso del idioma (Bb) | Leer: pág. 2-9  Hacer: tarea en *Supersite* |
| 17/1 | **Módulo #1 – ¿Quiénes somos?**  Texto informativo: ¿Qué es la identidad? pág. 2-9  Video: “Latino-americanos: the children of an oscuro pasado” – *Youtube* | **Prueba #1A (Bb)**  Leer: pág. 10-18  Hacer: tarea en *Supersite* |
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| 20/1 | **MLK – No hay clases** |  |
| 22/1 | Perfil de Estados Unidos de América pág. 10  Estructuras: los sustantivos y las palabras sustantivadas pág.11-14 & 16-18 | Leer: pág. 20-25  Hacer: tarea en *Supersite* |
| 24/1 | Ortografía y puntuación: pág. 20-22 Vocabulario en contexto: pág. 23-25 | **Prueba #1B (Bb)**  Leer: pág. 28-41  Hacer: tarea en *Supersite* |
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| 27/1 | **Ensayo #1 (Autobiográfico)**  Novela de formación: “La casa en Mango Street” pág. 28-38 Estudio del género y elementos literarios pág. 39-41 | Leer: pág. 44-47  Hacer: tarea en *Supersite* Preparar Tarea #1 |
| 29/1 | Galería de arte y música: pág. 44-47  **Tarea #1**  **Presentaciones Individuales** | Leer: pág. 2-9  Hacer: tarea en *Supersite* |
| 31/1 | **Módulo #2 – ¿Cómo nos relacionamos?**  Diario personal: “El jamón del sándwich” pág. 2-9 | **Prueba #2A (Bb)**  Leer: pág. 10-18  Hacer: tarea en *Supersite* |
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| 3/2 | Perfil de Suramérica Austral pág. 10  Guerra sucia argentina y conflicto chileno (Bb)  Estructuras: los adjetivos y las formas posesivas pág.11-14 & 16-18 | Leer: pág. 20-25  Hacer: tarea en *Supersite* |
| 5/2 | Ortografía y puntuación: pág. 20-22 Vocabulario en contexto: pág. 23-25 | **Prueba #2B (Bb)**  Leer: pág. 28-41  Hacer: tarea en *Supersite* |
| 7/2 | Poesía lírica: “La mujer fuerte” y “Todas íbamos a ser reinas” pág. 28-32 Estudio del género y elementos literarios pág. 39-41 | Leer: pág. 2-9  Hacer: tarea en *Supersite* |
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| 10/2 | **Módulo #3 – Nuestros sentimientos y emociones**  Texto informativo y poesía: La poesía española del Romanticismo pág. 2-9 | **Prueba #3A (Bb)**  Leer: pág. 10-18  Hacer: tarea en *Supersite* |
| 12/2 | Perfil de España pág. 10  Estructuras: el tiempo pasado y el participio pág.11-14 & 16-18 | Leer: pág. 20-25  Hacer: tarea en *Supersite* |
| 14/2 | Ortografía y puntuación: pág. 20-22 Vocabulario en contexto: pág. 23-25 | **Prueba #3B (Bb)**  Leer: pág. 28-41  Hacer: tarea en *Supersite* |
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| 17/2 | Novela psicológica: “Pepita Jiménez” pág. 28-38  Estudio del género y elementos literarios pág. 39-41 | Leer: pág. 44-47  Hacer: tarea en *Supersite* Preparar Tarea #2 |
| 19/2 | Galería de arte y música: pág. 44-47  **Tarea #2**  **Presentaciones Individuales** | Preparar Repaso #1 |
| 21/2 | **Repaso general #1** |  |

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| 24/2 | **EXAMEN #1** | Leer: pág. 2-9  Hacer: tarea en *Supersite* |
| 26/2 | **Módulo #4 – La geografía humana y la emigración**  Texto autobiográfico: “Vivir en dos idiomas” pág. 2-9 “English con salsa” y “Legal Alien” (Bb) | **Prueba #4A (Bb)**  Leer: pág. 10-18  Hacer: tarea en *Supersite* |
| 28/2 | Perfil del Caribe pág. 10  Revolución cubana de 1959 (Bb)  Estructuras: los pretéritos y el uso reflexivo pág.11-14 & 16-18 | Leer: pág. 20-25  Hacer: tarea en *Supersite* |
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| 2/3 | Ortografía y puntuación: pág. 20-22 Vocabulario en contexto: pág. 23-25 | **Prueba #4B (Bb)**  Leer: pág. 28-41  Hacer: tarea en *Supersite* |
| 4/3 | **Ensayo #2 (Persuasivo)**  Crónica periodística: “La guagua aérea” pág. 28-38  Estudio del género y elementos literarios pág. 39-41 | Leer: pág. 2-9  Hacer: tarea en *Supersite* |
| 6/3 | **Módulo #5 – La herencia española en otras culturas** Texto informativo y poesía: La cultura sefardí pág. 2-9 | **Prueba #5A (Bb)**  Leer: pág. 10-18  Hacer: tarea en *Supersite* |
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| 9/3 | Perfil de Filipinas, Guinea Ecuatorial y la comunidad sefardí pág. 10 Estructuras: el adverbio y el complemento pág.11-14 & 16-18 | Leer: pág. 20-25  Hacer: tarea en *Supersite* |
| 11/3 | Ortografía y puntuación: pág. 20-22 Vocabulario en contexto: pág. 23-25 | **Prueba #5B (Bb)**  Leer: pág. 28-41  Hacer: tarea en *Supersite* |
| 13/3 | Ensayo: “Cómo se gobiernan las Filipinas” pág. 28-38 Estudio del género y elementos literarios pág. 39-41 | Leer: pág. 44-47  Hacer: tarea en *Supersite* Preparar Tarea #3 |
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| 16/3 | Galería de arte y música: pág. 44-47  **Tarea #3**  **Presentaciones Grupales** | Leer: pág. 2-9  Hacer: tarea en *Supersite* |
| 18/3 | **Módulo #6 – Desarrollo económico y la salud del planeta**  Texto informativo: La producción de energía en Centroamérica pág. 2-9 | **Prueba #6A (Bb)**  Leer: pág. 10-18  Hacer: tarea en *Supersite* |
| 20/3 | Perfil de Centroamérica pág. 10  Conflicto armado de Guatemala – Menchú (Bb)  Estructuras: el condicional simple y la oración pág.11-14 & 16-18 | Leer: pág. 20-25  Hacer: tarea en *Supersite* |
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|  | **VACACIONES DE PRIMAVERA** |  |
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|  | Ortografía y puntuación: pág. 20-22 Vocabulario en contexto: pág. 23-25 | **Prueba #6B (Bb)**  Leer: pág. 28-41  Hacer: tarea en *Supersite* |
| 1/4 | Relato costumbrista: “La merca del acordeón” pág. 28-38 Estudio del género y elementos literarios pág. 39-41 | Preparar Repaso #2 |
| 3/4 | **Repaso general #2** |  |
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| 6/4 | **EXAMEN #2** | Leer: pág. 2-9  Hacer: tarea en *Supersite* |
| 8/4 | **Módulo #7 – El desarrollo de los medios de comunicación**  Texto informativo: Adopción de las TIC y uso del Internet en México pág. 2-9 | **Prueba #7A (Bb)**  Leer: pág. 10-18  Hacer: tarea en *Supersite* |
| 10/4 | Perfil de México pág. 10  La noche de Tlatelolco – Elena Poniatowska (Bb)  Estructuras: el imperativo y el modo subjuntivo pág.11-14 & 16-18 | Leer: pág. 20-25  Hacer: tarea en *Supersite* |

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| 13/4 | Ortografía y puntuación: pág. 20-22 Vocabulario en contexto: pág. 23-25 | **Prueba #7B (Bb)**  Leer: pág. 28-41  Hacer: tarea en *Supersite* |
| 15/4 | **Ensayo #3 (Persuasivo)**  Guión cinematográfico: “El portero” y “Si yo fuera diputado” pág. 28-38 Estudio del género y elementos literarios pág. 39-41 | Leer: pág. 44-47  Hacer: tarea en *Supersite* Preparar Tarea #4 |
| 17/4 | Galería de arte y música: pág. 44-47  **Tarea #4**  **Presentaciones Grupales**  **Último día para dejar la clase y recibir una “W** | Leer: pág. 2-9  Hacer: tarea en *Supersite* |
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| 20/4 | **Módulo #8 – La ciencia y la tecnología en nuestro entorno**  Texto informativo: Las civilizaciones precolombinas fueron las primeras en alterar el ecosistema de la Amazonia pág. 2-9 | **Prueba #8A (Bb)**  Leer: pág. 10-18  Hacer: tarea en *Supersite* |
| 22/4 | Perfil de la región de Suramérica Norte pág. 10  El sendero luminoso – Perú (Bb)  Estructuras: el imperfecto del subjuntivo y las oraciones condicionales pág.11-14 & 16-18 | Leer: pág. 20-25  Hacer: tarea en *Supersite* |
| 24/4 | Ortografía y puntuación: pág. 20-22 Vocabulario en contexto: pág. 23-25 | **Prueba #8B (Bb)**  Leer: pág. 28-41  Hacer: tarea en *Supersite* |
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| 27/4 | Novela de suspenso: “El delirio de Turing” pág. 28-33 Estudio del género y elementos literarios pág. 39-41 | Preparar Repaso Final |
| 29/4 | **Repaso general #3** |  |
| 1/5 | **NO HAY CLASES** |  |
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| 4/5 | **EXAMEN FINAL en el mismo salón de clase de 10:15 AM a 12:15 PM.** |  |
|  |  |  |
| \***La profesora compartirá y presentará el material. La Tarea NWA se encuentra en Blackboard.** | | |

**La profesora se reserva el derecho de hacer modificaciones al programa y al calendario.**

**Department of World Languages, Literatures & Cultures**

**University of Arkansas**

SPAN 40003 Advanced Grammar Fall 2024

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| **Professor:** Heather M. Offerman  **Office:** Kimpel Hall 509  **Office phone:** 479-575-6578 | **E-mail:** offerman@uark.edu  **Office hours:** In person & Zoom - Tue 8:15-9:15am/ Wed  11:00am-12:00pm; by appointment |

**\*\*\*THIS SYLLABUS IS SUBJECT TO CHANGE\*\*\***

## COURSE DESCRIPTION

This course is a specialized, intensive upper-level course in Spanish grammar, designed for students who have had at least six semesters of Spanish. The main objective of this course is to enable students to review, extend, and refine their knowledge and command of the major grammatical structures of Spanish, allowing them to advance in their Spanish proficiency.

## COURSE OBJECTIVES

As students progress through the course, they will:

1. Achieve a better understanding of the essential structures of Spanish, with particular attention to areas that causedifficulties for language learners.
2. Improve overall proficiency by applying their understanding of Spanish in communicative contexts.
3. Acquire grammatical terminology and general knowledge of basic linguistic concepts as applied to Spanish.

## MATERIALS

**Textbook required:** Dominicis, María C. & Reynolds, John J. (2014). *Repase y escriba* (8th edition) – With Access Code (9781543390728). Vista Higher Learning (Looseleaf with Access Code through Bookrstore Recommended).

**Recommended:** Español-Inglés / Inglés-Español Dictionary (Collins, Simon & Schuster International, Larousse or Oxford);

Diccionario de la Real Academia Española (Español-Español) (www.rae.es) & WordReference Online Language Dictionary (Español-Inglés / Inglés-Español) (www.wordreference.com)

**Blackboard:** Readings and other materials will be available on this educational platform (https://learn.uark.edu)

**EMAIL!!:** Your professor will get back to you within 24-48 hours, and you are expected to do the same. The professor additionally answers email Mon.-Fri. from 8am-4pm/5pm.

## COURSE EVALUATION COMPONENTS

Students should keep all returned, graded work until they receive their final grade.

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| **Course Components** |  | **%** |
| 1. Participation & Attendance |  | 10% |
| 2. Homework |  | 5% |
| 3. Exams (3 @ 8.33% each) |  | 25% |
| 4. Oral Assessments (3 @ 8.33% each) |  | 25% |
| 5. Writing Compositions (2 @ 7.5%) |  | 15% |
| 6. Presentation |  | 10% |
| 7. Final Paper |  | 10% |
| \*The number of absences also impacts the final grade. See the attendance policy. | **Total** | **100%** |

## PARTICIPACIÓN (10%)

The participation grade will be based on preparation for class and active oral-written contribution (participation) during class time. The participation evaluation rubric is posted on Blackboard, and each class-day (non-exam days) is worth 10 points.

**Preparation for class:** Being prepared means that the student has read the required textbook pages before attending class.

**Active participation:** It consists of participating in class discussions, activities, and asking questions when something is not understood. This class will be conducted entirely in Spanish, with the exception of a few cases when English may be used in order to clarify the meaning of a grammatical structure. Students should make every effort to communicate in Spanish throughout the whole class period. Students are welcome to use English before and after class, and for communicating with the professor by e-mail and during office hours.

**\*\*\*\*Note on participation in class sessions**: ***ACTIVE participation and ACTIVE listening are CRUCIAL***. If we have a Zoom class, cameras must be ON the whole class. Reasons for which I will take off points or give a ZERO for participation:

1. Disrespectful comments or behavior toward the Professor (including conversations overheard in or outside of class)
2. Disrespectful comments or behavior toward other students in the class (including conversations overheard including conversations overheard in or outside of class)
3. Disrespectful comments or behavior about the different cultures and ethnic groups covered in the course (including conversations overheard in or outside of class)
4. Obvious disengagement (talking to while the professor is talking, talking while another student is giving an answer, working on work for other classes)
5. Speaking primarily in ENGLISH; in class should be in SPANISH ONLY unless the professor specifies English use.
6. Not working with your group mates in group activities (chatting for extended periods before starting activities, doing all the work yourself and not giving your groupmates time to work through things, expecting your groupmates to do the entirety of the exercise without any input from you, etc.)
7. Not actively participating in group activities (each person in the group doing the activities silently – this is a language-learning course, and you should be speaking AS MUCH AS POSSIBLE during group activities) \*\*\*\*

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| H. Even if you follow all participation rules and participate above and beyond, if you are | |  |
|  | disrespectful to the professor or a fellow student, you WILL receive a **ZERO** for that day. | |

**Cell Phones & Smart Watches:** Students should not use cell phones and/or smart watches for text messaging, e-mail, etc. during class. Cell phones need to be stored and out of sight unless otherwise stated by the professor for an activity. In order to keep class disruption to a minimum, students also should not receive phone calls except in an emergency. In such case, students should leave the room quietly and carry on the conversation in the hall. If the student is found text messaging it will result in the lowering of the class participation grade.

# ASISTENCIA

All students are expected to attend every day and arrive on time.

* - 1-5 minutes late = several participation points lost
* - 10 minutes late = 50% participation deduction
* - 15 or 15+ minutes late = ABSENCE and ZERO [0] (If you are 15 minutes late, you are still encouraged to come to not get behind)

Absence from class will affect the student’s attendance grade, as will tardiness, early departures, and regularly entering and leaving the room while class is in session. Students will be allowed 2 unexcused absences during the semester. After the third unexcused absence, each additional unexcused absence will lower the final grade by 2% (Example: miss 4 unexcused days, 4% will be deducted for the two extra days, etc.). **EIGHT (8) absences will result in failing the course.**

**Excused Absences:** In compliance with the University of Arkansas, the professor of this course will follow the University’s definition of excused absences and will require that the student provides appropriate written documentation for any absence for which s/he wishes to be excused. The documentation must be presented on the first day back to class after the absence.

The following is a list of excused absences, as defined by the University of Arkansas ([https://provost.uark.edu/facultyhandbook/2-academic-responsibilities/03.php)](https://provost.uark.edu/faculty-handbook/2-academic-responsibilities/03.php). **All must be accompanied with documentation**:

* + Illness of the student.
  + Serious illness or death of a member of the student’s immediate family or other family crisis.
  + University-sponsored activities for which the student’s attendance is required by virtue of scholarship or leadership/participation responsibilities.
  + Religious observances (See [UA Religious Observances policy](http://catalog.uark.edu/undergraduatecatalog/academicregulations/#religiousobservancestext) for more info). - Jury duty or subpoena for court appearance. - Military duty.

**Non-Excused Absences:** Students must note that these are **not acceptable excused absences**: early-travel departure dates for vacations, weddings, attending other graduations, oversleeping, etc. **After reading this attendance policy for the class**, if a student has any questions about a planned absence that can be excused, s/he must talk to the professor immediately.

## TAREA (5%)

All homework will either be from the online component of VHL (Supersite) or to be turned in the day of class listed. **All VHL homework will be due on a MONDAY or WEDNESDAY by 11:59pm** and ALL homework is a COMPLETION grade. For example, if you have VHL homework listed for Thursday, August 27th, it is due Wednesday, August 26th by 11:59pm. Additionally, if it is clear that you did the activity thoroughly, you will receive full credit, regardless of accuracy. If you do not do the homework completely, if you do the wrong activity, or if you do not do one of the assigned activities, you will get no credit for that individual activity. For example, if you have 3 homework activities due, and you only complete 1 and half complete a second one, you will only get 1/3 credit for that homework day. Students are responsible for bringing questions about the homework if they need clarification.

## EXÁMENES ESCRITOS (25%)

There will be three written exams in the course. Exam content will be based on the grammar structures practiced in class and the homework. These exams will not be cumulative, although grammatical concepts may build on each other throughout the course. All three exams will be held in class during the semester. Details on these assessments are provided in Blackboard (“Exámenes escritos,” left menu) and their dates are listed in the course calendar. Absence from an exam is a serious matter and will result in a zero unless the student emails the professor beforehand and presents the professor with a valid written excuse on the first day back to class. Please refer to “Excused Absences.”

## EXÁMENES ORALES (25%)

Oral Exams will take place three times throughout the semester, and each oral exam will be groups of two to three. These will take place live in class with the instructor grading. Two of these exams will take place for approximately 25-30 minutes during a class period in class, and the final one will be about 45 minutes. Prompts will be uploaded to BB and on the day of the exam, and questions will be pulled from previously discussed topics. Students should refer to the instructions on BB. \*Note: NO other materials, books, notes, translations, or dictionaries may be used, as the assessments are semi- spontaneous conversations.

## COMPOSICIONES (15%)

Students will write a total of 2 compositions during the semester. As in any essay, the author should consider the content, ideas, organization, vocabulary, and grammatical structure. The first draft will take place and be written by hand in class, then be revised by the instructor and handed back to the students with the errors marked and general comments written by the professor within 1-2 weeks. No composition with vocabulary written in English will be accepted. Students should not modify the general content written in their first draft except in the case advised in a written form by the instructor. This first draft will not be graded. In the case of a serious illness or other acceptable excuse (see Excused Absences), students will schedule an appointment with the professor during their office hours in order to complete the first draft. First drafts should be turned in IN PERSON to the professor on the day it is due. If you do not turn in your pre-writing when the final draft is due, your will receive a 5-point deduction, and if you do not turn in your first draft, you will receive an additional 10-point deduction on the day the final draft is due. Final drafts will be turned in one week after the professor returns the first, hand-written draft to students and should be formatted accordingly:

1. Typed and printed
2. 12 pt. font, Times New Roman
3. Double-spaced
4. Turned in with pre-writing and first draft stapled or with the corner folded together

Needless to say, students must do their own individual work exclusively on compositions and all other graded material turned in for the course. In this area, as in all others, instances of academic dishonesty, cheating, or plagiarizing (presenting the product of another person’s mind as students’ own, receiving help from other than the professor, and, using electronic translators or AI technology such as Google Translate and ChatGPT) will be handled in accordance with the guidelines established in the University of Arkansas Undergraduate Studies Catalogue and in the Student Handbook.

**Note:** “Technical difficulties” will not be an acceptable excuse for not submitting compositions, so the student needs to make sure to avoid any such problems by completing these assessments in a timely manner. “Late compositions” will not be accepted, but with a valid written excuse they can be made up. The excuse must be presented on the first day back to class.

## PRUEBAS

If it becomes aware to the professor that students are not coming to class prepared, pop quizzes will occur and will be integrated into the daily participation grade.

**PROYECTO FINAL (20%): PRESENTACIÓN Y TRABAJO ESCRITO (*IN-CLASS PRESENTATION & PAPER*)**

## PRESENTACIÓN (10%)

Each student will present on a grammatical phenomenon in the Spanish-speaking world end of the semester. The presenter must turn in an outline to the professor on the day of the presentation to accompany the presentation. The presentation should last 8-10 minutes, it should establish a clear discussion of the topic, and the student should include a discussion activity at the end (included in the 8-10 minutes). Absence on a presentation day will result in a zero unless the student presents a valid written excuse on the first day back to class. The presentation can be made (virtually) after providing a valid written excuse. Please refer to “Excused Absences.”

## TRABAJO ESCRITO (10%)

This paper will consist of a more detailed version of the research conducted for the Presentation chosen by the student, roughly 3 pages in length and should contain 3 sources that the student has read and examined. This paper is due by 11:59pm via email to the professor on the date indicated in the calendar during final exam week. This paper may use either MLA, APA, or Chicago style; whichever style you use, **PLEASE BE CONSISTENT!**

1. Typed and printed
2. 12 pt. font, Times New Roman
3. Double-spaced

# EXTRA CREDIT OPPORTUNITIES

Students will have several opportunities to earn extra credit throughout the semester. Each student may complete up to five of the extracurricular activities. Each one successfully completed will add 20% on a low quiz. The instructions for each activity will be explained in class.

**Cultural Events:** The cultural events sponsored by the Spanish Program and the Latin American & Latino Studies Program are an excellent opportunity for students to get in contact with Spanish cultural topics as well as to attend famous speakers’ visits.

**Conversation Partners:** “Have an interesting and fun individual conversation with a native speaker to gain fluency in Spanish.” The professor will share the corresponding information and will also announce when this activity is available.

**Social Media:** The Spanish Program uses Instagram, Facebook, and Twitter (X) to stay connected with students and advertise relevant information about the language and upcoming events such as Compañero de conversación, Plaza de las Américas, etc. (Facebook, Twitter, and Instagram: "Spanish U Arkansas")

## EXTRA HELP

Although the World Languages Office (KIMP 425 / 479-575-2951) has a list of names of possible tutors, Spanish tutoring is offered free of charge at the Center for Student Learning and Success (CLASS+) (https://class.uark.edu / 479-575-2885). It is also very important that students seek the help of the professor during office hours. If the student has a class or is otherwise occupied during those hours, the professor will try to accommodate the student’s needs.

## UNIVERSITY POLICIES ACADEMIC HONESTY

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of

Arkansas student is required to be familiar with and abide by the University’s ‘**Academic Integrity Policy’** at https://honesty.uark.edu/policy. Students with questions about how these policies apply to this course and its assignments and assessments should immediately contact the professor. The professor will report all violations to the Office of Academic Initiatives and Integrity as required by the University.

## REGARDING NOTE SELLING AND DISTRIBUTING

There are companies that will try to lure students into selling the notes they take in this class and the material created by the professor for the class. Students should not let these companies take advantage of them. Selling notes and/or the material created by the professor to any commercial service will be considered a violation of intellectual property rights and/or copyright law as well as a violation of the U of A's academic integrity policy. Continued enrollment in this class signifies intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

## SPECIAL ACCOMMODATIONS

Students registered with the Center for Educational Access (http://cea.uark.edu / 575-3104) will be given suitable accommodations as prescribed by that office. It is the responsibility of the student to notify the professor of these accommodations at the beginning of the semester and any time thereafter when they are to be utilized. If the student is not registered with the Center, the professor cannot give him/her any accommodations.

## INCLEMENT WEATHER POLICY

The professor will make every effort to conduct class. In the case of severe weather or in the event that buses are not running, absences will be handled appropriately. It is the student’s responsibility to call the University weather line (575-7000) or check the main website to see if the University is closed.

## EMERGENCY PROCEDURES

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at http://emergency.uark.edu. **Severe Weather (Tornado Warning):**

* Follow the directions of the professor or emergency personnel.
* Seek shelter in the basement or 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 lowest floor, pick a hallway in the center of the building.
* Stay in the center of the room, away from exterior walls, windows, and doors.

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## Violence / Active Shooter (CADD): - CALL- 9-1-1

* **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* **DENY-** Barricade the door with desk, chairs, bookcases or any 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.

# CAPS & U A CARES

If you are struggling in any capacity (psychologically, emotional distress, school stress and distress, family or relationship distress, financial insecurity, etc.), it is highly encouraged and recommended that you explore the

University’s CAPS (Counseling and Psychological Services) website: [https://health.uark.edu/mental-health/.](https://health.uark.edu/mental-health/)

Additionally, if the professor becomes concerned about you or your behavior in class, a report will be submitted to U of A Cares on your behalf. You are also welcome to report yourself - U of Cares provides a number of resources to students that are experiencing any sort of difficulties. Website: <https://uofacares.uark.edu/> **Your mental health is extremely important!**

**“The professor reserves the right to modify this syllabus in terms of topics covered, assessments dates, etc., and/or new policies implemented by the University.”**

**Spanish 4003 Course Schedule**

This calendar is a ***tentative schedule*** for Spanish 4003 (found on next page). Students are expected to learn all material covered in the textbook, complete all assigned Textbook and Connect activities, assessments, and also through **individual efforts outside of class time**. **Your success in this course is 50% dependent on in-class work and involvement and 50% on work done by YOU outside of class. For every hour of class (3 hours per week), you should be studying/ practicing 3 hours (3 x 3 = 9 hours of studying/ practicing per week).**

SPAN4700V Culturas ibéricas: de la Edad Media a la actualidad — Programa del curso

# SPAN 4700v

Culturas ibéricas:

de la Edad Media a la actualidad

Profesor: Manuel Olmedo Gobante

Correo electrónico: molmedog@uark.edu

Horario: MWF 2:00pm-2:50pm Salón: Business Bldg. 340

# DESCRIPCIÓN

En este curso haremos un recorrido por la historia cultural española en su contexto ibérico, desde el siglo XI hasta nuestros días. A través de su literatura, música, arquitectura y artes visuales y cinematográficas, exploraremos los procesos de construcción de los proyectos nacionales ibéricos, discutiendo temas como la historia del libro, la construcción de la nación, relaciones de raza y cuestiones de género y sexualidad.

Las cuatro primeras semanas responden al periodo tradicionalmente denominado Edad Media, desde la aparición de los primeros textos escritos totalmente en romance hasta las manifestaciones literarias de la España imperial. Las seis siguientes (semanas 5-10) abarcan la Edad Moderna, es decir, desde el siglo XVI al XVII. En las seis últimas semanas (11-16), exploraremos algunos de los productos culturales más representativos de la edad contemporánea, desde el siglo XIX hasta nuestros días.

**REQUISITOS DEL CURSO** **Notas:**

* 40% Exámenes (10% cada examen) • A: 90-100%
* 20% Participación en clase (trabajo diario) • B: 80-89%
* 15% Proyecto final (juego o investigación) • C: 70-79%
* 5% Memoria final (memoria del proyecto final)• D: 60-69%
* 20% Notas culturales (vídeos y discusiones) • F: 0-59%

# EXÁMENES (40%)

Habrá tres exámenes durante el curso, tres parciales que tendrán lugar los días 10 de febrero, 17 de marzo y 1 de mayo, y uno general con fecha aún por determinar. El contenido de dichos exámenes consistirá principalmente en las guías de lectura entregadas al comienzo de cada unidad.

# PARTICIPACIÓN EN CLASE (20%)

Se evaluará la participación y puntualidad de los, las y les estudiantes. Asistir a clase no es participar. La participación se evaluará dependiendo de la **calidad y cantidad** de su interacción con el profesor y sus compañer@s. Cada estudiante deberá ser capaz de compartir ideas y opiniones sobre los contenidos del curso, así como hacer preguntas o responderlas. Todo en **español**. Para ello, el estudiante deberá prepararse **ANTES DE CLASE** leyendo o visualizando los contenidos asignados a cada sesión (Blackboard/ contenidos) con la ayuda de las **guías de lectura**.

Para **compensar ausencias** justificada, los estudiantes pueden subir un vídeo extra de 1-2 min. con sus preguntas y opiniones (Bb/ notas culturales/ vídeos extra), subiendo además la correspondiente guía de lectura completada. Las clases se grabarán y estarán disponibles en Blackboard (Blackboard/grabaciones)*.*

# PROYECTO FINAL (15%)

Durante el curso, se preparará un proyecto final. Cada estudiante decidirá el tipo de proyecto. Por defecto, el proyecto será completar el videojuego ***Pokémon Iberia* (versión V2.04)**. La calificación del proyecto final dependerá del nivel de compleción del juego. L@s estudiantes que obtengan más de cinco medallas recibirán créditos extra. Para más información, mirar la **Pokeguía** en Blackboard/ Proyecto Final. Alternativamente, si un estudiante no desea jugar por cualquier razón, podrá elaborar un ensayo de investigación.

# MEMORIA FINAL (5%)

En caso de elegir *Pokémon Iberia* como proyecto final, cada estudiante escribirá un ensayo breve (1-2 páginas) en el que reflexione sobre su experiencia. De escribir un ensayo de investigación, el proyecto final representará un 20% del total del curso y la memoria no será necesaria.

**NOTAS CULTURALES** (Vídeos y discusiones, 20%)

Empezando en la **semana 3**, cada estudiante deberá subir a Blackboard (/notas culturales) **un vídeo de** **2 a 4 minutos** en el que reflexionen sobre un aspecto cultural de la España actual. Además, cada estudiante deberá escribir **al menos** **5 respuestas** a diferentes vídeos de sus compañer@s. Se trata de reflexionar sobre aspectos culturales de la **España actual** a través de *Pokémon Iberia*. En caso de no jugar, también se puede trabajar en un proyecto de investigación o leer noticias actuales en periódicos como *El País*, *El Mundo, ABC, El español, CTXT, ElDiario.es*, etcétera. Según la siguiente rúbrica:

* 20% **Claridad**: El lenguaje debe ser claro, fluido, expresivo, gramaticalmente correcto y sustentado con materiales multimedia. No se lee, pero sí se usan notas. La extensión del vídeo es de 1 a 3 minutos.
* 20% **Relevancia**: El contenido es original y específico. El vídeo se centra en un tema concreto y contextualizado. La información fue seleccionada cuidadosamente y trata sobre un producto, práctica o perspectiva (*ppp*.) relevante e interesante.
* 20% **Análisis**: La reflexión va más allá de la simple descripción del *ppp*. y hace un análisis en profundidad centrado en detalles formales, contextos sociales, etc.
* 20% **Interconexión y autocrítica**: Se hace una conexión explícita entre el ppp. analizados y los aspectos culturales y materiales aprendidos en otros cursos, experiencias pasadas, o aspectos de la cultura del/a estudiante. Cada estudiante demostrará su capacidad para cuestionar sus propias preconcepciones y definir nuevas formas de pensar como resultado de su análisis.
* 20% **Respuesta**: Cada estudiante interactúa con sus colegas de una manera amable y respetuosa. Cada estudiante muestra interés en las reflexiones de sus colegas y es capaz de estar de acuerdo o en desacuerdo de una manera constructiva y significativa. Cinco respuestas es el mínimo requerido.

## Trigger Warnings

The history of Iberia is marked by events that inspire us and bring us pain. In this class, we will read narratives of people who experience and resist violence, genocide, and abuse at the hands of the powerful, as well as texts by authors who benefit from such systems, institutions, and denial of human rights. We will also read stories about hope, faith, and empowerment through art, literature, and creative expression. These two sides of the human experience cannot be disentangled. You are expected to read these stories critically and engage thoughtfully with them. If you need to step out of class or walk away from the computer for a moment, that is okay. It is also important for you to find support in resources on campus and online, especially counselors, teachers, and trained peers. Please, reach out to the professor if there is any emotionally difficult topic that you want to warned about or if you need reasonable accommodations.

## Student Safety

The Department of World Languages, Literatures, and Cultures aims to provide a safe space for our students, and to create the kind of learning environment in which you do your best work. If you are feeling overwhelmed, stressed, or isolated, there are many individuals here who are ready and wanting to help. Alternatively, the University of Arkansas has made other resources available to you. The Student Health Center offers Counseling and Psychological Services (CAPS) for students. CAPS services are available 8 a.m. to 5 p.m., Monday through Thursday and 9 a.m. to 5 p.m. Friday. For appointments or other questions, call 479-575-5276.

## Technical support

The professor does not provide technical support. For assistance with Blackboard, contact Blackboard Support at (479-575-6804) or bbhelp@uark.edu.

## Class Withdrawals and Incomplete Grades

It is your responsibility to know important dates such as the final day to withdraw from classes. This date is also included in the schedule. You must officially withdraw from this course if you intend to drop. Students who do not drop the course by the deadline to drop a course with a "W" will be assigned a grade of "A", "B", "C", "D", or "F" by the instructor based on the work submitted. An incomplete, or “I”, may only be assigned if you are unable to complete the course dueto circumstances beyond your control that develop after the last day to withdraw from the course. You should be in good standing (with a passing grade) to receive an incomplete.

## Accessibility Support

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit [http://cea.uark.edu)](http://cea.uark.edu/). It is the responsibility of the student to notify the instructor of these accommodations at the beginning of the semester and any time thereafter when they are to be utilized.

## Academic Integrity

Each University of Arkansas student is required to be familiar with and abide by the University’s Academic Integrity Policy which may be found at http://provost.uark.edu/. Students with questions about how these policies apply to a course or assignment should immediately contact their instructor.

## COVID Safety Measures

Anyone with COVID or that has been exposed to someone with COVID is expected to **not**

**come to class**. See the Participation section for how to make up your absences.

# CALENDARIO

|  |  |  |
| --- | --- | --- |
| **Semana** | **Fechas** | **Preparación para clase** |
|  |  | **EDAD MEDIA** |
| **#1** | 18 e | Introducción al curso  — Programa del curso (*syllabus*) |
| 20 e | —*Cantar de mio Cid,* Salida y entrada en Burgos (páginas 5-9)  *—El Cid*: *Héroe, traidor, leyenda*. Episodio 1: “La conjura” |
|  |  |  |
| **#2** | 23 e | —*Cantar de mio Cid*, Las arcas y despedida (páginas 10-13 y 27)  *—El Cid*: *Héroe, traidor, leyenda*. Episodio 2: “Ordalía”  *—El Cid*: *Héroe, traidor, leyenda*. Episodio 3: “Baraka” |
| 25 e | —*Cantar de mio Cid*, Batalla de Alcocer (páginas 44-51)  *—El Cid*. Episodio 4, “Campeador”  *—El Cid*. Episodio 5, “Expiación” |
| 27 e | —Anónimo, *Libro de Alexandre*  —Berceo, *Milagros de Nuestra Señora*  *Pokémon Iberia*: Instala el juego |
|  |  |  |
| **#3** | 30 e | —Don Juan Manuel, *El conde Lucanor* I |
| 1 f | —Don Juan Manuel, *El conde Lucanor* II |
| 3 f | —Poesía medieval ibérica  Subir a Blackboard: **Nota cultural 1** (spoilers hasta Elche) |
|  |  |  |
| **#4** | 6 f | —Jorge Manrique, *Coplas a la muerte de su padre* I |
| 8 f | —Jorge Manrique, *Coplas a la muerte de su padre* II |
| 10 f | **EXAMEN 1** |
|  |  | **EDAD MODERNA** |
| **#5** | 13 f | —Poesía del Renacimiento |
| 15 f | —Fray Luis de León: “Vida retirada”  *—*Selección de vídeos |
| 17 f | *—Vida de Lázaro de Tormes*, Auto I (páginas 42-55)  Subir a Blackboard: **Nota cultural 2** (*spoilers* hasta Granada) |
|  |  |  |
| **#6** | 20 f | *—Vida de Lázaro de Tormes*, Auto II (pp. 56-66) |
| 22 f | *—Vida de Lázaro de Tormes*, Auto III (pp. 67-83) |
| 24 f | *—Vida de Lázaro de Tormes*, Autos IV-VII Cumbre 84-fin |
|  |  |  |

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| --- | --- | --- |
|  |  |  |
| **#7** | 27 f | —Poesía del Barroco I |
| 1 mar | —Miguel de Cervantes, “El retablo de las maravillas” |
| 3 mar | —María de Zayas, “La inocencia castigada” (pp. 126-132)  Subir a Blackboard: **Nota cultural 3** (*spoilers* hasta Sevilla) |
|  |  |  |
| **#8** | 6 mar. | —María de Zayas, “La inocencia castigada” (pp. 133- 140) |
| 8 mar. | —Pedro Calderón de la Barca, *La vida es sueño* (versos 1-843) (asíncrona) |
| 10 mar. | —Pedro Calderón de la Barca, *La vida es sueño* (vv. 844-1547) (asíncrona) |
|  |  |  |
| **#9** | 13 mar. | —Pedro Calderón de la Barca, *La vida es sueño* (vv. 1548-2427) |
| 15 mar. | —Pedro Calderón de la Barca, *La vida es sueño* (vv. 2428-fin) |
| 17 mar. | **EXAMEN II**  Subir a Blackboard: **Nota cultural 4** (aviso *spoilers*) |
|  |  |  |
| **#10** | 20 mar. | ***¡Vacaciones de primavera!*** |
| 22 mar. |
| 24 mar. |
|  |  |  |
|  |  | **EDAD CONTEMPORÁNEA** |
| **#11** | 27 mar. | —Poesía del siglo XVIII |
| 29 mar. | —José Cadalso, *Cartas marruecas* (selección) |
| 31 mar. | —Mariano José de Larra, “Vuelva usted mañana” y “En este país”. |
|  |  |  |
| **#12** | 3 a | —Poesía romántica (Espronceda y Coronado) |
| 5 a | —Poesía posromántica (Bécquer y Castro) |
| 7 a | — Emilia Pardo Bazán, “El indulto”  — Leopoldo Alas, Clarín, “Adiós, Cordera”  Subir a Blackboard: **Nota cultural 5** |
|  |  |  |
| **#13** | 10 a | — Poesía del 98 y modernismo (Unamuno, Machado y Maragall) |
| 12 a | —Valle-Inclán, *Luces de Bohemia* I (escenas 1-7 / primeros 60 min.) |
| 14 a | —Valle-Inclán, *Luces de Bohemia* II (escenas 9-última / segunda mitad) |
|  |  |  |
| **#14** | 17 a | — Poesía del grupo poético de 1927 |
| 19 a | — Carmen Riera, *Te dejo el mar* |
| 21 a | — Literatura ecuatoguineana (Nsue y Ndongo)  Subir a Blackboard: **Nota cultural 6** |
|  |  |  |
|  |  |  |
| **#15** | 24 a | — Manuel Rivas, “La lengua de las mariposas”. |
| 26 a | — José Luis Cuerda, *Tiempo después* (primeros 50 min.) |
| 28 a | — José Luis Cuerda, *Tiempo después* (segunda mitad) |
|  |  |  |
| **#16** | 1 may. | **EXAMEN III** |
| 3 may. | Último día de clase |
| 5 may. | *Día de lectura* |
|  | 9 may. | Entregar **Proyecto Final** |
|  | may. | **EXAMEN FINAL** |
|  | El instructor se reserva el derecho de cambiar este calendario según sea necesario | |

|  |  |
| --- | --- |
| A black and white logo  Description automatically generated | **La sociedad española a través de su cinema SPAN 41103 (001)**  Otoño 2024  WCOB 0433  Martes/Jueves 14:00-15:15 |

**¡Bienvenides a nuestro sílabo anotado!**

Este sílabo–como nuestro curso–es incompleto sin ti y tus comentarios. Este sílabo anotado es el comienzo de un diálogo sobre nuestro curso, tu aprendizaje y un logro compartido entre todes. Anotaremos nuestro sílabo por pedir clarificaciones compartir opiniones sobre las lecturas, las películas y las tareas anotando incertidumbres o elementos confusos respondiendo a las normas ofreciendo consejos

reflexionando sobre lo que funciona y lo que se podría cambiar

Se agradece comentarios críticos mientras sean inquisitivos y constructivos. Los pensamientos en marcha serán bienvenidos a lo largo del semestre para que este sílabo documente nuestro aprendizaje juntes.

**¿Cuál es el propósito del curso?**

Desarrollar un entendimiento más avanzado del español junto con una investigación histórica/social de la España contemporánea a través de sus películas importantes. Cuestionaremos qué es la España moderna y cómo se representa en la cinematografía. Empezando a inicios del siglo XX, abordaremos los períodos de la pre- y pos-guerra, deteniéndose a analizar cómo la España que conocemos hoy en día fue construida. De igual manera, discutiremos acerca de los elementos que quedaron fuera del proyecto de construcción nacional, sobre todo las regiones periféricas y los géneros y sexualidades alternativas.

**¿Dónde encuentro la materia del curso?**

* Usaremos Blackboard Ultra.. Allí encontrarás vínculos a las películas, los textos para leer, las guías por medio de las discusiones y más información

**¿Cómo contactarme?**

* Hablar conmigo antes o después de la clase
* Mandarme un correo electrónico
  + Dra. Rachel ten Haaf (rtenhaaf@uark.edu)
  + Haré lo mejor posible de responder dentro de 24 horas a no ser un fin de semana o un “break”
* Planear una reunión para hablar conmigo por Zoom

**¿Cúales son las expectativas para la clase?**

* Llegar a la hora
* Hablar en español
* Llegar a clase con la tarea hecha, las películas vistas, las guías (en las discusiones) hechas y con preguntas e ideas para las posibles discusiones
* Participar. No se puede cometer errores más allá de no arriesgarse a compartir. Somos una comunidad de aprendizaje y todes forman parte de esa. Hay personas más introvertidas y cada persona puede tener unos días difíciles. No obstante, en la mayoría de las clases, espero veros hablando en los grupos pequeños, en las discusiones online, compartiendo con los demás, preguntando cuando algo no es claro.
* Tomar en cuenta las ausencias. Para los alumnos con CEA, hablar conmigo en cuanto antes para apoyarte. Avisarme en cuanto haya una enfermedad o algo importante que resulta en unas ausencias. Quiero ayudaros, pero eso no ocurrirá sin ti

**¿Cuáles son los compromisos por mi parte?**

* Co-crear un atmósfera donde todo el mundo se siente segure y empoderade a participar
* Animaros a “cometer errores” sin miedo de las posibles repercusiones (porque no habrán)
* Devolver las tareas lo más rápido posible

**¿Cómo haremos todo eso?**

|  |  |
| --- | --- |
| La participación diaria (incluye pruebas pequeñas escritas en clase) | 30% |
| 1 reseña oral (con elementos visuales) | 20% |
| 3 mini-reseñas de 750 palabras | 30% |
| Discusiones en grupo | 30% |

**What does participation mean for this class?**

Class participation is an essential component of learning. When everyone answers questions and shares what they know, everyone feels better doing the same. It helps us be part of a community where everyone does their part.

Participation means more than just showing up in class. Excessive absences and tardiness will invariably affect your grade, because you will have no idea what is going on. But, beyond being physically present, participation means helping your learning community by talking in your small groups, sharing what you know with the class in general. Some days speaking is scary. Other days you might just be tired. That is understandable and why I offer other ways to take part in the community when you’re not feeling your best. In-class writing assignments. Reading-readiness quizzes at the beginning of class. All of these can help you get started thinking, feel more comfortable or just participate in a different way.

**What exactly do you mean by attendance then?**

Unless we have an exam, you get 2 free class periods where you can take a day off without any need to notify me or turn in documentation. If there is a writing assignment for that day, feel free to email it to me before class.

If your absences go beyond this, it begins to affect your learning and that of the community. To incentivize you to live up to the learning you signed up to do, absences beyond 2 will result in a loss of 20% of the participation grade (2% of the total grade for each day). In cases where you have a serious problem and need to miss more than 2 consecutive days of class, please email me with appropriate documentation. You can also give it to me your first day back to class. My personal policy is that I treat you like the adults that you are, so I do not chase you for paperwork. Once I have the documentation, I can help you come up with a plan to complete any missing work as soon as possible.

Some students struggle to make it to class on time or leave early. Life happens. Once in a while is human, but if it becomes a habit everyone’s learning is interrupted so it begins to be counted as an absence.

**Do you have more information on the assignments in this class?**

Yes!

# Oral presentation–reseña

Using everything we have learned, there will be an oral reseña of 7-8 minutes at the end of the semester over a film not seen in class. We will review examples and more details on this assignment as we move forward in the semester. There will be information in the folder on Blackboard.

# mini-reseñas

As preparation for the oral presentation, the mini-reseñas are short reviews of films that we have watched for class. They will be a total of 750 words each and will be due to me via email BEFORE class the day the film is assigned to be discussed in class. You are allowed to use information you share in the discusiones as long as it is your own thinking, not that of someone else.

# Discusiones

Our larger class will be divided into smaller groups on Blackboard. For each film, I will post a series of questions to help guide you as you watch the films. You will be responding to these questions in real time (or you can input your responses afterwards) for interaction with your smaller group. These conversations are crucial, because they serve as a barometer for me to use as I prepare classes. I have a better idea what was generally understood, what students found interesting (or problematic) and where we should allot more class time so everyone is on the same page. You will be allowed one 0 without it affecting your discussion grade.These will also be graded apart from class attendance (Example, you watched the film, had excellent questions but are sick for that class–you will still receive points for the discusiones even if it counts as one of your absences)

* Excellent (thoughtful interactions with questions and other student answers) 2 pts
* Satisfactory (appears to have watched the film but has not thought in-depth about the film)= 1 pt
* Unsatisfactory (student has either not answered or has answered in a way that does not demonstrate actual engagement with the film)= 0pts

**University Mandatory Information**

# Special Accommodations

Students registered with the Center for Educational Access will be given suitable accommodations as prescribed by that office. The student must notify the professor (through CEA) of these accommodations at the beginning of the semester and any time thereafter when they are to be utilized.

# Academic Honesty

As a core part of its mission, the UofA provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each student is required to be familiar with and abide by the University’s “Academic Integrity Policy” which may be found [here](https://honesty.uark.edu/policy/). Students with questions about how these policies apply to a particular course or assignment should contact their professor.

# Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies can be found [here](https://safety.uark.edu/emergency-preparedness/).

Severe Weather (Tornado Warning):

* Follow the directions of the professor or emergency personnel.
* Seek shelter in the basement or 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 lowest 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 (CADD)

* CALL 911
* AVOID If possible, self-evacuate to a safe area outside of the building. Follow directions of police officers.
* DENY Barricade the door with desk, chairs, bookcases or 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 that it is safe.
* DEFEND Use chairs, desks, cellphones or whatever is immediately available to distract and/or defend yourself and others from attack.

**UNIVERSIDAD DE ARKANSAS**

**PROGRAMA DE ESPAÑOL**

**SPAN 41203 ESPAÑOL PARA HISPANOHABLANTES III**

**WCOB 339 9:40 a.m. - 10:30 a.m. Primavera 2020**

**Profesora:** Brenda Magnetti **Correo electrónico:** bmagnet@uark.edu

**Oficina:** Kimpel Hall 601 **Consultas:** Lunes y miércoles 1:00 - 2.:30 p.m. Viernes: con cita previa.

**Teléfono-Oficina:** (479) 575- 5939 **Código-*Supersite*:** XXXXXX

**MATERIALES PARA EL CURSO**

**Libro de texto requerido:** Bleichmar, G. & Cañon P. (2018). *Taller de escritores* (2nd ed.). Boston, Massachusetts:

Vista Higher Learning.

**Tarjeta de acceso requerida:** *Taller de escritores Supersite***(**www.vhlcentral.com). Plataforma de tareas.

**Blackboard:** https://learn.uark.edu

**Recomendado:** Diccionario Español-Inglés / Inglés-Español (Collins, Simon & Schuster International, Larousse o

Oxford); Diccionario de la Real Academia Española (Español-Español) (www.rae.es) & WordReference Online

Language Dictionary (Español-Inglés / Inglés-Español) (www.wordreference.com)

**DESCRIPCIÓN Y OBJETIVOS DEL CURSO**

Este es el tercer curso del programa de español diseñado para estudiantes hispanohablantes por herencia que trata sobre la lengua, la literatura y la cultura del mundo hispánico. El curso está dirigido a estudiantes que han crecido en los EE. UU. y que han cursado por lo menos tres años de español en la secundaria, español AP o SPAN 3123 aquí en la Universidad de Arkansas.

El programa clasifica a los estudiantes de español en hispanohablantes nativos, hispanohablantes por herencia y estudiantes de español como segunda lengua. Esta clasificación se basa estrictamente en la experiencia lingüística, no en el origen o etnia del estudiante. Este curso está diseñado para hispanohablantes por herencia y no se recomienda a estudiantes de español como segunda lengua ni a hispanohablantes nativos que hayan cursado la secundaria en un país de habla hispana o Puerto Rico.

Para los estudiantes de español (majors y minors), este curso sustituye el requisito de SPAN 4003 Advanced Grammar. Este curso también cuenta para la especialidad en estudios latinoamericanos.

El objetivo principal del curso es que los estudiantes adquieran un mejor dominio del castellano para uso académico y profesional. Más concretamente, el curso busca desarrollar la escritura y la lectura, ampliar el vocabulario y afianzar el dominio de la ortografía y las estructuras gramaticales. Se prepara a los estudiantes para el uso académico y profesional del idioma mediante ensayos analíticos y presentaciones sobre temas relacionados con sus carreras y temas de actualidad.

Entre los objetivos generales se encuentran los siguientes:

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* Mantener el español en las vidas de los estudiantes, a nivel profesional, académico y personal.
* Desarrollar conocimiento sobre las variedades lingüísticas del español en los Estados Unidos y el mundo.
* Mejorar el conocimiento y uso del español estándar (variedad lingüística académica), oral y escrito, a través de prácticas académicas que se enfoquen en:

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| − | estudiar los diferentes registros (formal, informal). |
| − | aumentar el vocabulario de otros ámbitos o dominios (más allá del dominio de lo familiar). |
| − | estudiar y practicar las normas de ortografía y puntuación. |
| − | mejorar el conocimiento y uso de la gramática, partiendo del conocimiento previo del estudiante y enfocándose en lograr un buen desempeño académico, profesional y personal. |
| − | validar la variedad lingüística y la experiencia del estudiante con su idioma, su cultura, y con las |

comunidades a las que pertenecen.

* Aprender a analizar y a comentar críticamente obras literarias y culturales.
* Desarrollar la capacidad de expresión y de pensamiento crítico.
* Desarrollar conciencia histórica y cultural del legado hispano y sus aportes a este país, así como también desarrollar conciencia histórica y cultural sobre Latinoamérica, España y el mundo hispanohablante.
* Fomentar la conciencia y el fortalecimiento de las conexiones culturales y sociales del estudiante con las comunidades a las que pertenece y en las que participa.

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**Por último, este curso no solo espera contribuir a la formación de los futuros líderes del estado y del país, sino también de aquellos estudiantes que anhelen ir en busca de trabajos a nivel internacional que exijan una buena formación a nivel cultural, lingüístico y profesional.**

**REQUISITOS DEL CURSO**

**ENSAYOS (40%):** Cada estudiante deberá completar cuatro ensayos breves, enfocados en diferentes usos del lenguaje. Los mismos deben seguir las pautas señaladas en Blackboard, y estar bien organizados y desarrollados. Deben estar escritos en forma clara y demostrar buen dominio de las estructuras gramaticales y la ortografía del español estándar. El día que corresponda, se debe subir en Blackboard cada ensayo como documento de Word con el apellido del estudiante en el nombre del archivo (ej. Pérez. doc). Si el estudiante no envía su ensayo el día indicado, deberá presentar una justificación válida como explicación. En base a ella, la profesora indicará los pasos a seguir.

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| **Ensayo** | **Tema & Tipo** | **Fecha de entrega** | **Extensión** |
| #1 | Perfíl  Autobiográfico-descriptivo-narrativo | Viernes 31 de enero | 750-1000 palabras |
| #2 | Problemática social  Expositivo-informativo-de investigación | Miércoles 4 de marzo | 1000--1250 palabras |
| #3 | Debate  Argumentativo-persuasivo | Lunes 13 de abril | 1000-1250 palabras |
| #4 | Crítica cinematográfica, literaria o cultural Académico-crítico | Miércoles 6 de mayo | 1000-1250 palabras |

**EXÁMENES (30%):** A lo largo del semestre, cada estudiante deberá tomar tres exámenes. Cada uno de los mismos cubrirá el material estudiado hasta el día correspondiente y constará de ejercicios de gramática, ortografía y diferentes secciones relacionadas a las lecturas asignadas. Si el estudiante falta a clase un día de examen, deberá presentar una justificación válida como explicación por su ausencia (Ver “Ausencias justificadas”). En base a ella, la profesora indicará los pasos a seguir.

**PRUEBAS (10%):** Las pruebas se enfocan en estructuras gramaticales, ortografía y temas desarrollados en los días de taller de escritura. Aquellas relacionadas con gramática y con ortografía serán en línea (Blackboard) pero las que evalúan los temas del taller de escritura serán presenciales. Cada una de ellas no es más que una repetición de las tareas hechas en línea (*Supersite*) y los ejercicios hechos en clase. Si el estudiante falta a clase un día de prueba o no completa una prueba en línea, deberá presentar una justificación válida como explicación por su ausencia (Ver “Ausencias justificadas”) a clase o su prueba en línea sin completar. En base a ella, la profesora indicará los pasos a seguir.

**PRESENTACIONES (5%):** Cada estudiante deberá dar dos presentaciones de 7 a 10 minutos aproximadamente. La primera será individual y la segunda será con un/a compañero/ de clase. Cada una debe ser sobre un tema que resalte la creatividad, la perseverancia, la solidaridad y las perspectivas similares que resaltan los aportes, el dinamismo y las innovaciones del mundo hispano (España, Latinoamérica y Latinos en EE. UU.), similar a los TED Talks

(Tecnología, entretenimiento, diseño) o **TED en ESPAÑOL** (https://www.ted.com/about/programs-initiatives/ted-enespanol). Las presentaciones deben demostrar buena preparación, organización, comunicación efectiva, buen uso del castellano, profesionalismo y lenguaje corporal. Las pautas para realizar una presentación de TED se encuentran en **Speak Up For Success** (https://speakupforsuccess.com/create-a-ted-talk/). Si el estudiante falta a clase un día de presentación, deberá presentar una justificación válida como explicación por su ausencia (Ver “Ausencias justificadas”). En base a ella, la profesora indicará los pasos a seguir.

**TAREAS (5%):** La tarea principal es leer con atención las páginas indicadas y completar los ejercicios en línea (*Supersite*) relacionados con las mismas. Las actividades en clase y las pruebas se basarán en estas lecturas y ejercicios.

***Supersite*:** Los ejercicios asignados en esta plataforma se deben realizar después de leer las páginas indicadas en preparación para la sección que se enseña en la próxima clase. Este procedimiento permite que el estudiante consolide la comprensión de los temas con antelación y así estar mejor preparado para participar en las discusiones de clase. **Estos ejercicios en línea deben ser completados antes de la medianoche del día correspondiente.** Las tareas que se entreguen tarde perderán puntos automáticamente. En el caso de que existiera una justificación válida como explicación por la tardanza, **el estudiante la deberá presentar el día que regrese a clase** y así no se perderán puntos.

**Código para el *Supersite*:** Cada estudiante debe tener su propia tarjeta de acceso al *Supersite* y así crear una cuenta en esta plataforma. Una vez que la haya configurado, el estudiante recibirá de la profesora un código relacionado con la clase y con el mismo se matriculará en la sección creada por la profesora. Las instrucciones serán enviadas por correo y también estarán en Blackboard.

**Tarea sobre presentaciones:** A lo largo del semestre, durante las clases relacionadas con las presentaciones, cada estudiante debe entregar una tarea impresa (ej. Tarea #1, Tarea #2, etc.) en esos días. De este modo, el estudiante que presenta en esa clase debe entregar como tarea su tema de presentación, y el estudiante que no presenta debe entregar como tarea las preguntas que elaboró para el exponente. Más instrucciones serán compartidas por la profesora al inicio del semestre.

**PARTICIPACIÓN (5%):** La buena preparación de las lecturas para el día correspondiente y la participación voluntaria en las actividades de clase son necesarias para una buena calificación en la participación. El estudiante debe contribuir activamente en las discusiones y usar el idioma del curso (español) al hacer o responder preguntas como así también al escribir correos electrónicos a la profesora o a sus compañeros de clase.

**Teléfonos celulares y relojes inteligentes:** Los estudiantes no deben usar teléfonos celulares y / o relojes inteligentes para enviar mensajes de texto, correos electrónicos, etc. durante la clase. Para mantener la interrupción de la clase al mínimo, los estudiantes tampoco deben atender llamadas telefónicas, excepto en una emergencia. En tal caso, los estudiantes deben salir del salón en silencio y continuar la conversación telefónica en el pasillo. Si se encuentra al estudiante enviando mensajes de texto, se le reducirá la nota de participación.

**ASISTENCIA (5%):** Se espera que los estudiantes asistan todos los días de clase y lleguen a tiempo. Más de tres ausencias sin una justificación válida afectarán la calificación. La tardanza, las salidas anticipadas sin aviso previo o la entrada y salida repetidamente del salón mientras la clase está en sesión, también afectarán la calificación. En el caso de que existiera una justificación válida como explicación por alguna de las instancias mencionadas, **el estudiante la deberá presentar el día que regrese a clase** y así no perderá puntos de asistencia.

**Ausencias justificadas:** La siguiente es una lista de ausencias justificadas, según lo definido por la

Universidad de Arkansas (https://class.uark.edu/graduate-in-four/class-attendance.php)

1. Enfermedad del alumno.
2. Enfermedad grave o muerte de un miembro de la familia inmediata del estudiante u otra crisis familiar.
3. Actividades patrocinadas por la universidad para las cuales se requiere la asistencia del estudiante.
4. Ritos u observancias religiosas (Consultar UA Religious Observances policy para más información).
5. Servicio de jurado o citación para comparecencia ante el tribunal.
6. Servicio militar.

**La profesora tiene el derecho de exigir que el estudiante proporcione la documentación apropiada para cualquier ausencia por la cual el estudiante desea ser exento (excusado).**

**OBSERVACIONES ADICIONALES SOBRE EL CURSO**

**CALIFICACIONES:** El estudiante debe guardar todos sus trabajos calificados hasta que reciba su calificación final. Escala para las calificaciones: Sobresaliente A (100-90), Bueno (89-80), Adecuado (79-70), Deficiente (69-60), Reprobado (59>).

**ACTIVIDADES EXTRACURRICULARES:** Los eventos culturales patrocinados por el programa de español y el programa de estudios latinoamericanos y latinos son una excelente oportunidad para que los estudiantes se pongan en contacto con temas culturales y además asistan a diferentes presentaciones de importantes catedráticos.

**MEDIOS DE COMUNICACIÓN SOCIAL**: El programa de español utiliza Facebook, Twitter e Instagram para permanecer en contacto con los estudiantes y publicar tanto los eventos que patrocina como también artículos relevantes sobre el idioma y sus beneficios (Facebook, Twitter e Instagram: "Spanish U Arkansas").

**SERVICIOS ESPECIALES:** Cada estudiante debe leer con atención la siguiente información y comunicarse con la profesora en el caso de necesitar servicios especiales.

**Special Accommodations:** Students registered with the Center for Educational Access (http://cea.uark.edu / 575-3104) will be given suitable accommodations as prescribed by that office. It is the responsibility of the student to notify the professor of these accommodations at the beginning of the semester and any time thereafter when they are to be utilized. If the student is not registered with the Center, we cannot give him/her any accommodations.

**POLÍTICAS DE LA UNIVERSIDAD DE ARKANSAS**

**INTEGRIDAD ACADÉMICA:** Es imprescindible cumplir el reglamento de integridad académica de la Universidad de Arkansas. Cualquier violación será reportada y sancionada con una F. Cada estudiante debe leer con atención la siguiente información.

**Academic Honesty:** As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘**Academic Integrity Policy’** which may be found at http://provost.uark.edu/. Students with questions about how these policies apply to a particular course or assignment should immediately contact their professor.

**PROCEDIMIENTOS EN CASO DE EMERGENCIA:** Cada estudiante debe leer con atención la siguiente información y familiarizarse con los procedimientos recomendados por la Universidad de Arkansas.

**Emergency Procedures:** Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at **emergency.uark.edu**.

**Inclement Weather Policy:** The professor will make every effort to conduct class. In the case of severe weather or in the event that buses are not running, absences will be excused. It is the student’s responsibility to call the university weather line (575-7000) or check the main website to see if the university is closed.

**Severe Weather (Tornado Warning):**

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| − | Follow the directions of the professor or emergency personnel |
| − | Seek shelter in the basement or 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 lowest floor, pick a hallway in the center of the building |
| − | Stay in the center of the room, away from exterior walls, windows, and doors |

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**Violence / Active Shooter (CADD):**

**− CALL**- 9-1-1

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

− **DENY**- Barricade the door with desk, chairs, bookcases or any 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.

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| **CALENDARIO – ESPAÑOL 41203 – PRIMAVERA 2020**     |  |  |  | | --- | --- | --- | | **FECHAS** | **TEMAS & EVALUACIONES**  **Estudiar las páginas asignadas “antes” de venir a clase.** | **TAREAS**  **Supersite- Blackboard (Bb)** | | 13/1 | **Introducción a la clase**  El español en el Noroeste de Arkansas\* | Explorar la historia del español en NWA | | 15/1 | **Tarea NWA**\*  El español en el Noroeste de Arkansas\* | Leer: pp. 2-6  Hacer: tarea en *Supersite* | | 17/1 | **Lección #1: La descripción**  Análisis de *Platero y yo* (Fragmentos I, II & II) – Juan Ramón Jiménez pp. 2-6 | Leer: pp. 7-10  Hacer: tarea en *Supersite* | |  |  |  | | 20/1 | **MLK – No hay clases** |  | | 22/1 | Léxico: vocabulario para describir y expresiones de percepción sensorial pp. 7-10 | Leer: pp. 11-18  Hacer: tarea en *Supersite* | | 24/1 | Práctica Oral & Escrita #1  Estructuras: presente simple, preposiciones y adjetivos pp. 11-18 | Tomar: **Prueba #1A (Bb)**  Leer: pp. 19-21  Hacer: tarea en *Supersite* | |  |  |  | | 27/1 | Ortografía y puntuación pp. 19-21  Acentuación I: palabras agudas, llanas, esdrújulas y sobresdrújulas Puntuación I: punto, coma, dos puntos y, punto y coma | Tomar: **Prueba #1B (Bb)**  Leer: pp. 22-31  Hacer: tarea en *Supersite* | | 29/1 | Taller de escritura pp. 22-31  La descripción de lugares y objetos  La descripción de personas  La comparación | Preparar Tarea #1 | | 31/1 | **Prueba Taller de escritura #1**  **Entrega de Tarea #1**  **Presentaciones Individuales** | **Ensayo #1 (Bb)**  Leer: pp. 32-41  Hacer: tarea en *Supersite* | |  |  |  | | 3/2 | **Lección #2: La narración**  Análisis de “La siesta del martes” – Gabriel García Márquez pp. 32-41 | Leer: pp. 42-45  Hacer: tarea en *Supersite* | | 5/2 | Léxico: ampliar el vocabulario y expresiones de tiempo pp. 42-45 | Leer: pp. 46-52  Hacer: tarea en *Supersite* | | 7/2 | Práctica Oral & Escrita #2  Estructuras: pasado simple y cláusulas adjetivales pp. 46-52 | Tomar: **Prueba #2A (Bb)**  Leer: pp. 53-57  Hacer: tarea en *Supersite* | |  |  |  | | 10/2 | Ortografía y puntuación pp. 53-57  Acentuación II: homónimos, pronombres, adjetivos y adverbios  Puntuación II: raya, comillas, paréntesis, corchetes y puntos suspensivos | Tomar: **Prueba #2B (Bb)**  Leer: pp. 58-69  Hacer: tarea en *Supersite* | | 12/2 | Taller de escritura pp. 58-69  La narración de un evento  El relato periodístico  Carta de opinión | Preparar Tarea #2 | | 14/2 | **Prueba Taller de escritura #2**  **Entrega de Tarea #2**  **Presentaciones Individuales** | Preparar Repaso #1 | |  |  |  | | 17/2 | **Repaso #1** |  | | 19/2 | **Examen #1** | Leer: pp. 70-76  Hacer: tarea en *Supersite* | | 21/2 | **Lección #3: El ensayo narrativo**  Análisis de “Una bandera rota y embarrada” – Isabel Allende pp. 70-76 | Leer: pp. 77-80  Hacer: tarea en *Supersite* |  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  | |  | | | 24/2 | Léxico: conjunciones, gentilicios y topónimos pp. 77-80 | | Leer: pp. 81-87  Hacer: tarea en *Supersite* | | | 26/2 | Práctica Oral & Escrita #3  Estructuras: construcciones pasivas, el futuro y el condicional pp. 81-87 | | Tomar: **Prueba #3A (Bb)**  Leer: pp. 88-91  Hacer: tarea en *Supersite* | | | 28/2 | Ortografía y puntuación pp. 88-91  Acentuación III: diptongos y hiatos Las citas | | Tomar: **Prueba #3B (Bb)**  Leer: pp. 92-101  Hacer: tarea en *Supersite* | | |  |  | |  | | | 2/3 | Taller de escritura pp. 92-101  La narración de un evento histórico  El ensayo narrativo  Editorial | | Preparar Tarea #3 | | | 4/3 | **Prueba Taller de escritura #3**  **Entrega de Tarea #3**  **Presentaciones Individuales** | | **Ensayo #2 (Bb)**  Leer: pp. 102-110  Hacer: tarea en *Supersite* | | | 6/3 | **Lección #4: La exposición**  Análisis de “La generación de los mil euros” – Antonio Jiménez Barca pp. 102-110 | | Leer: pp. 111-115  Hacer: tarea en *Supersite* | | |  |  | |  | | | 9/3 | Léxico: expresiones de transición y sufijos pp. 111-115 | | Leer: pp. 116-125  Hacer: tarea en *Supersite* | | | 11/3 | Práctica Oral & Escrita #4  Estructuras: subjuntivo, infinitivo y participios pp. 116-125 | | Tomar: **Prueba #4A (Bb)**  Leer: pp. 126-129  Hacer: tarea en *Supersite* | | | 13/3 | Ortografía y puntuación pp. 126-129 Los números | | Tomar: **Prueba #4B (Bb)**  Leer: pp. 130-139  Hacer: tarea en *Supersite* | | |  |  | |  | | | 16/3 | Taller de escritura pp. 130-139  El informe estadístico  El ensayo descriptivo  El ensayo de opinión | | Preparar Tarea #4 | | | 18/3 | **Prueba Taller de escritura #4**  **Entrega de Tarea #4**  **Presentaciones Grupales** | | Preparar Repaso #2 | | |  | **Repaso #2** | |  | | | A black and white line  Description automatically generated |  | |  | | |  | **VACACIONES DE PRIMAVERA** | |  | | |  |  | |  | | | 30/3 | **Examen #2** | | Leer: pp. 140-146  Hacer: tarea en *Supersite* | | | 1/4 | **Lección #5: La argumentación**  Análisis de “La civilización del espectáculo” – Mario Vargas Llosa pp. 140-146 | | Leer: pp. 147-153  Hacer: tarea en *Supersite* | | | 3/4 | Léxico: cognados falsos, prefijos y verbos seguidos de preposición pp. 147-153 | | Leer: pp. 154-159  Hacer: tarea en *Supersite* | | |  |  | |  | | | 6/4 | Práctica Oral & Escrita #5  Estructuras: usos del se y cláusulas condicionales pp. 154-159 | | Tomar: **Prueba #5A (Bb)**  Leer: pp. 160-161  Hacer: tarea en *Supersite* | | | 8/4 | Ortografía y puntuación pp. 160-161 Palabras compuestas | | Tomar: **Prueba #5B (Bb)**  Leer: pp. 162-171  Hacer: tarea en *Supersite* | | | 10/4 | | Taller de escritura pp. 162-171  El ensayo argumentativo  La carta de presentación  El ensayo de refutación | | Preparar Tarea #5 | |  | |  | |  | | 13/4 | | **Prueba Taller de escritura #5**  **Entrega de Tarea #5**  **Presentaciones Grupales** | | **Ensayo #3 (Bb)**  Leer: pp. 172-178  Hacer: tarea en *Supersite* | | 15/4 | | **Lección #6: El ensayo académico**  Análisis de Crítica literaria sobre la antología *Recuerdos inventados* – Rosa  Beltrán pp. 172-178 | | Leer: pp. 179-186  Hacer: tarea en *Supersite* | | 17/4 | | Léxico: expresiones para indicar cambios, lenguaje académico y anglicismos pp. 179-186  **ÚLTIMO DÍA PARA DEJAR LA CLASE Y RECIBIR UNA “W”** | | Leer: pp. 187-194  Hacer: tarea en *Supersite* | |  | |  | |  | | 20/4 | | Práctica Oral & Escrita #6  Estructuras: perífrasis verbales, verbos modales, discurso directo e indirecto pp. 187-194 | | Tomar: **Prueba #6A (Bb)**  Leer: pp. 195-196  Hacer: tarea en *Supersite* | | 22/4 | | Ortografía y puntuación pp. 195-196 Palabras compuestas | | Tomar: **Prueba #6B (Bb)**  Leer: pp. 197-208  Hacer: tarea en *Supersite* | | 24/4 | | Taller de escritura pp. 197-208  La crítica cinematográfica  La crítica literaria  El ensayo académico | | Preparar Tarea #6 | |  | |  | |  | | 27/4 | | **Prueba Taller de escritura #6**  **Entrega de Tarea #6**  **Presentaciones Grupales** | | Preparar Repaso Final | | 29/4 | | **Repaso Final** | |  | | 1/5 | | **NO HAY CLASES** | |  | |  | |  | |  | | 6/5 | | **EXAMEN FINAL en el mismo salón de clase de 10.15 a.m. a 12.15 p.m.** | | **Ensayo #4 (Bb)** | |  | |  | |  | | \***La profesora compartirá y presentará el material. La Tarea NWA se encuentra en Blackboard.** | | | | |   **NOTA: La profesora se reserva el derecho a modificar este programa cuando sea necesario.** |

**APPENDIX E**

**University of Arkansas/District MOU**



**Agreement**

**for Educator Preparation Programs’ Observation, Practicum, and Full-Time Internship Placements between the**

**University of Arkansas**

**And School District Name Effective October 2023**

**AGREEMENT**

Board of Trustees of the University of Arkansas, acting for and on behalf of the University of Arkansas, Fayetteville -- Educator Preparation Programs (“University”), and Springdale Public Schools (“District”) agree to a collaboration in field experience for pre-service teacher candidates. Placements in this district may include student teacher candidates of all grade levels and subject areas, full-time internship experiences, practicum assignments with varying degrees of student interaction, and general course observations.

# Term of Agreement

This agreement shall be in effect for a period of one year, beginning July 1 of the calendar year executed through June 30 of the following year. The parties shall discuss any desired changes to the Agreement that UA or District may propose. This Agreement shall automatically renew unless one party notifies the other of the intent not to renew by April 30. Further, either party may terminate this Agreement at any time, provided that the parties will use their best efforts to allow any students to complete existing placements, subject to all other terms and conditions of this Agreement.

# Full-Time Internship Placements

1. **The University will:**
   1. Provide district with the following information no less than ten (10) days before the internship begins:
      1. Name and contact information of the student(s)
      2. Dates and hours of the assignment(s)
      3. Each student’s academic class designation
      4. Philosophy, purpose, and learning objectives
   2. Ensure all interns have completed any and all background checks required by District prior to beginning the internship.
   3. Prepare and make available to interns and placements sites a handbook which includes all policies and procedures of the internship program(s).
   4. Name a contact person who is responsible for carrying out the requirements of this agreement [with respect to interns from each degree program].
   5. Maintain communication with district, administration, and mentor teachers as appropriate, including providing a primary contact for any concerns or issues regarding placements.
   6. Provide training to mentor teachers prior to the beginning of the school year.
   7. Provide each intern a set number of observations by a University-appointed supervisor as agreed upon by the University and District.
   8. Ensure written feedback is provided to the intern by the University-appointed supervisor after any and all observations.

# District will:

* 1. Provide a list of potential mentor teachers to the University when requested.
  2. Provide each intern with an orientation to the school and its policies and procedures upon arrival.
  3. Provide classroom space, staffing, materials and necessary access to facilities for the

completion of the intern’s educational experiences.

* 1. Provide each intern with a mentor teacher who holds appropriate credentials and has accepted the responsibility of serving as a mentor.
  2. Name a contact person who is responsible for carrying out the requirements of this agreement.
  3. Return this MOU to the Director of Field Placement, Peabody 109, University of Arkansas, Fayetteville, AR 72701.

# Shared Expectations of UA and District Regarding Full-Time Internships:

* 1. Mentor teachers will provide continuing verbal and written feedback to interns.
  2. Mentor teachers will allow a minimum of one student-designed unit to be implemented during the rotation.

# Practicum and Observation Placements

1. **The University will:**
   1. Contact the designated placement coordinator prior to the beginning of each semester to request practicum/observation placements in their district or at their school. .
   2. Require all students to successfully complete a background check through the Arkansas Department of Education prior to beginning Practicums.
   3. Require students to request placements through the Office of Teacher Education instead of contacting schools individually.

# District will:

* 1. Permit pre-service teacher candidates to conduct observations/practicums in their schools.
  2. Provide a list of potential host teachers for observations/practicums when contacted.

# Shared Expectations of UA and District Regarding Practicums and Observations:

* 1. Host teachers are willing to have pre-service teacher candidates observe their classroom.
  2. Host teachers will provide verbal and/or written feedback when requested.
  3. Pre-service teacher candidates can complete observations required for specific course assignments as long as they do not disturb the educational environment in the classroom or school.

# Shared Expectations for All Student Placements

1. UA and District agree to work together to make changes, when possible, when the initial match is not satisfactory to the mentor or the intern, however, such modifications are intended to be limited.
2. UA and District shall notify each other and discuss concerns with any placement that may arise; when possible, they will seek to develop mutually acceptable solutions that will allow participating students to continue and complete placements. However, both UA and District reserve the right to terminate a placement at any time if deemed necessary in the best interest of UA, District or the participating student, including, but not limited to, where the student’s achievement, competence, progress, or adjustment, does not warrant continuation in the placement, or the student’s behavior fails to conform with the applicable policies of UA or District.
3. Students in placements are not employees of either party and are not entitled to workers compensation coverage.

# Aspiring Teacher Permit Applicants

1. **The University will:**
   1. Provide a University instructional supervisor who will serve as the official liaison to the designated building and ensure that the requirements of the internship are met for graduation.

# The University instructional supervisor will:

* 1. Clarify the internship procedures and expectations to the intern and the mentor teacher.
  2. Establish and maintain correspondence and regular visits with designated building.
  3. Visit the designated building at least twice.
  4. Time the visits to designated building to provide the greatest feedback.
  5. Solicit regular feedback from the mentor teacher and the intern regarding the success of the internship.
  6. Keep records of weekly and final evaluations and lesson plans for the internship.
  7. Be responsible for filing paperwork with the University upon completion of the internship.

# Springdale Public Schools will:

* 1. Provide a mentor teacher/lead teacher who meets the mentorship and training qualifications for the Aspiring Teacher Permit.
  2. Recommend Aspiring Teacher Permit Applicant for employment as the teacher of record in the appropriate licensure area.
  3. Provide regular support and mentorship to the Aspiring Teacher Permit Applicant.
  4. Provide the Aspiring Teacher Permit Applicant the opportunity to observe teaching practices and teach at both the 6th – 8th and 9th – 12th grade levels.
  5. Provide the Aspiring Teacher Permit Applicant the opportunity to co-teach with the mentor teacher/lead teacher.
  6. Communicate regularly with the University instructional supervisor regarding the progress and success of the Aspiring Teacher Permit Applicant.
  7. Allow the University instructional supervisor to complete the required number of observations required by the University.
  8. Immediately communicate with the University instructional supervisor of any issues that arise.
  9. Recognize that the Aspiring Teacher Candidate Applicant is being hired as the teacher of record in the designated building and is not an employee of the University, and all obligations of employment including employment supervision, compensation, tax compliance, and liability related to employment shall the sole responsibility of Springdale Public Schools.

# The mentor teacher/lead teacher will:

* 1. Complete all training required to serve in the lead teacher role as outlined by the requirements of the Aspiring Teacher Permit.
  2. Review the internship manual and other paperwork from the University.
  3. Create a regular meeting schedule with the Aspiring Teacher Permit Applicant and the University instructional supervisor.
  4. Share knowledge about the classroom environment to assist the Aspiring Teacher Permit Applicant in preparing the appropriate teaching strategies.
  5. Communicate daily progress and suggestions for improvement to the Aspiring Teacher Permit Applicant.
  6. Complete weekly performance ratings and forward them to the University instructional supervisor.
  7. Explain teaching methods and why they are used.
  8. Immediately communicate any problems or concerns to the University instructional supervisor.
  9. Complete final formative and summative evaluation of the Aspiring Teacher Permit Applicant and discuss the evaluations prior to sending them to the University instructional supervisor.
  10. Forward the formative and summative evaluations to the University instructional supervisor immediately following the final day of the internship.

# Mentor Teacher Compensation

1. **The University will:**
   1. When applicable to a given program, collect a fee from UA student interns with the express purpose of the district using the fee money to provide stipends to mentor teachers mentoring those interns, and for the district to cover costs directly associated with the internship program (administrative overhead, tax withholdings, intern name tags, intern professional development, supplies, etc.)
   2. Send a list of mentor teachers detailing the amount owed to them based on mentoring activities conducted during the academic year, as well as the amount to be used for purposes directly related to the internship program. This will be sent to the district office by June 1 at the conclusion of each school year.
   3. Send a check accompanying the list of mentor teachers to cover the cost of directly compensating mentor teachers, as well as costs directly related to the internship program.

# District will:

* 1. Deposit the check and disburse to mentor teachers in the amounts indicated on the provided list, less any required tax withholdings.
  2. Use the remaining amounts for purposes directly related to the internship program (see examples above).
  3. Account for and remit any tax withholdings as required by law.

# Substitute Teaching

1. A teacher candidate shall only be used as a substitute teacher if that candidate has demonstrated the ability to successfully assume full teaching responsibilities, as determined by both the mentor and the university faculty liaison/supervisor.
2. A teacher candidate shall be authorized to substitute only for his/her currently assigned mentor teacher. Any exception to this must be pre-approved by the University Office of Teacher Education and the District.
3. The teacher candidate shall not serve as a long-term substitute during the internship period, unless pre-approved by the student’s academic program and the University Office of Teacher Education.
4. While substituting, the teacher candidate is not serving in an internship capacity. Hours spent substitute teaching do not count toward the state-required 420 internship hours. The school

district, and/or the district’s contractor, shall assume full responsibility for directing the work of the teacher candidate(s), consistent with district policies and arrangements concerning substitute teachers.

1. When employed as a substitute teacher, the teacher candidate shall be paid at the appropriate substitute teacher rate.

# Sexual Harassment

District agrees to promptly address any reports of sexual harassment, sexual assault, domestic violence, dating violence or stalking committed by or against Students or University Faculty. District shall promptly notify University of any such reports and shall cooperate with any review of such matters conducted by the University.

# Additional obligations of District:

District shall provide or obtain emergency treatment in the event of accident or illness to students while at a placement site participating in a placement under this Agreement, such care to be provided at students’ expense.

# General Provisions

1. The parties acknowledge that student educational records are protected by the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232, 34 CFR Part 99, and that generally student permission must be obtained before releasing student-specific data to anyone other than the University.
2. This Agreement shall be executed by authorized representatives of UA and District. This Agreement may be executed in one or more counterparts, each of which shall be an original. This Agreement may be executed by facsimile or e-mail attachment.
3. The relationship of UA and District is that of independent contractors, and nothing in this Agreement should be construed to create any agency, joint venture, or partnership relationship between them.
4. In the event of litigation against either party connection with a student placement, the parties agree to cooperate in the investigation of such claims and provide such information as required in the defense of any claims.
5. University and District agree that District is not responsible for any Workers’ Compensation

or disability claim filed by a student or by a University faculty member. Students are not employees of University or District and are not covered by Workers’ Compensation.

Supervising faculty from the University are employees of UA and are covered accordingly

under Workers’ Compensation.

1. The parties agree to comply with all applicable federal, state, local, and university laws, ordinances and rules, and specifically agree not to unlawfully discriminate against any individual on the basis of race, color, religion, sex, age, disability, sexual orientation, gender identity, veteran’s status, national origin or any other basis protected under Federal or state law.
2. This Agreement is solely between UA and District and shall not create any rights in any third party.
3. This Agreement shall be governed by the laws of the State of Arkansas.

**IN WITNESS WHEREOF,** this Agreement is hereby agreed to as the date last signed by authorized representatives of District and University.

|  |  |
| --- | --- |
| **UNIVERSITY:** | **DISTRICT:** |
| Acknowledged by: | Approved and Accepted by: |
| BOARD OF TRUSTEES OF THE UNIVERSITY OF ARKANSAS ACTING FOR AND ON BEHALF OF THE UNIVERSITY OF ARKANSAS, FAYETTEVILLE |  |
| by (Signature) | by (Signature) |
| JL Jennings  (Printed Name) | (Printed Name) |
| Director of Field Placement  (Title) | (Title) |
| (Date) | (Date) |

|  |
| --- |
| by Associate Dean for Administration  College of Education and Health Professions University of Arkansas |
| (Date) |
| **Approved by:** |
| by Provost and Executive Vice Chancellor for Academic Affairs  University of Arkansas |
| (Date) |

