

EDML 493VP THE CURRICULUM AND TEACHING OF SPANISH IN US ADOLESCENCE EDUCATION

JULY 2021

DESCRIPTION

This course provides an introduction to the pedagogical theories, teaching practices, and curricular trends of Spanish as a foreign, second, and heritage language in the US adolescence education system. Topics include the variables, both societal and institutional, influencing the practice of middle and high school foreign language curricula design, the alignment of standards and instructional goals, lesson-planning, contextualized and differentiated instruction, cooperative learning, assessment and evaluation of students, and, *inter alia*, the use of technology in the classroom. Students will write about what they are learning in this course and the application of this knowledge to their own (future) classroom.

OBJECTIVES

Upon successful completion of the course, students will evidence beginning, developing, or proficient competence in the following:

- ✓ Reflecting on critical incidents that have occurred in their education history and experience in order to understand themselves as educators;
- ✓ Understanding and comparing various curriculum visions;
- ✓ Locating curriculum within broader political and social debates;
- ✓ Analyzing curriculum tools in order to name the underlying values;
- ✓ Developing instructional theories and practices that can be used to enact Spanish education curriculum, including those involved in multimodal literacy instruction and differentiated instruction;
- ✓ Identifying and investigating the relationship between teacher, student, and community and its impact on learner success;
- ✓ Examining theories of foreign/second/heritage language acquisition and language arts, and applying these theories to the teaching of Spanish at the secondary level;
- ✓ Applying techniques, methodologies, national and state standards, materials, and planning strategies involved in planning, instruction, and assessment;
- ✓ Developing an ever-changing philosophy that will allow teachers to define their teaching values, beliefs, principles, and approaches;
- ✓ Designing a unit plan for non-native Spanish speakers that reflects a well-articulated educational purpose and theoretical framework, could meet the needs of a differentiated set of learners, and could be executed within a secondary school setting.

READINGS

Partial readings from the following sources are required:

- ✓ Beaudrie, S., Ducar, C., & Potowski, K. (2014). *Heritage language teaching: Research and practice*. New York, NY: McGraw Hill.
- ✓ Blandl, K. (2008). *Communicative language teaching in action*. Upper Saddle River, NJ: Pearson Prentice Hall.
- ✓ Blaz, D. (2006). *Differentiated instruction. A guide for foreign language teachers*. Larchmont, NY: Eye on Education.
- ✓ Lee, J., & VanPatten, B. (2003). *Making communicative language teaching happen*, 2nd Ed. New York, NY: McGraw-Hill Companies, Inc.
- ✓ Nation, I. S. P., & Macalister, J. (2010). *Language curriculum design*. New York, NY: Routledge.
- ✓ Omaggio, A. (2001). *Teaching language in context*, 3rd Ed. Boston, MA: Heinle & Heinle.
- ✓ Shrum, J. L., & Glisan, E. (2016). *Teacher's handbook: Contextualized language instruction*, 4th Ed. Boston, MA: Heinle & Heinle.
- ✓ Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*, 2nd Ed. Reston, VA: ASCD.
- ✓ VanPatten, B., & Benati, A. G. (2010). *Key terms in second language acquisition*, 1st Ed. New York, NY: Continuum.

INSTRUCTIONAL METHODS

Instructional methods implemented in the course include:

- ✓ Reflection through discussion, group collaboration, and assignments;
- ✓ Small group and whole class discussions;
- ✓ Individual student writing;
- ✓ Use of media and technology;
- ✓ Reading of primary and secondary texts;
- ✓ Classroom observing, recording of data, and reporting;
- ✓ Formative instructor feedback throughout.

ASSESSMENT

The grade scale is presented below, followed by a description of the components that make up the course grade:

A	A-	B+	B	B-	C+	C	D	F
95-100	90-94	87-89	83-86	80-82	76-79	70-75	66-69	0-65

You will be evaluated based on your achievement of the course goals (above) and the following criteria:

- ✓ Class participation and preparedness: 15%
- ✓ Micro-teaching demos and reflections (2x10%): 20%
- ✓ Observation reports (2x15%): 30%
- ✓ Final project and presentation: 35%

Attendance, participation, and preparedness: 15%

Attendance and participation are required. This is an activity-based course, so "getting notes from a friend" will not replicate the learning experience of a missed session. The expectation is that you will be present, on time, and prepared for every class. Just as any professional teacher does in school, in the event of an emergency or other special circumstance, please contact your professor if you will not be present in class. Students are expected to come to class prepared. This entails reading all of the assigned materials before class and completing a quiz in the first five (5) minutes of class. These quizzes will consist of multiple-choice, true-false, key words, and/or acronyms questions.

Micro-teaching demos and reflections: 20%

Students, in collaboration with one of their classmates, will perform two (2) micro-teaching demonstrations (10% each) in front of their professor and classmates. These micro-teachings will be based on a variety of topics related to curriculum design and teaching methods and will be conducted in Spanish. These short teaching demonstrations (10-15 minutes long) are aimed to provide hands-on teaching experience while receiving feedback from peers. We will reflect on your strengths as a teacher as well as aspects that need improvement.

Observation reports: 30%

One of the best ways to understand what occurs in a language classroom is to observe ourselves or someone else teaching. To that end, you will be required to submit two (2) reports (15% each). The reports will focus on specific topics that the professor will announce. Students must include: (a) details on the classroom and lesson (e.g., board work, the aim, exact discussion questions, student responses, description of materials used, descriptions of posters and student work decorating the room, and unfolding events within the lesson); (b) a brief review of the lesson's strengths, limitations, and the questions or insights that it raised for you in light of the assigned topic. Students must consider the following questions: How did the teacher organize the work? How did the lessons relate to each other (if applicable)? How did the teacher plan for and include formative and summative assessments? What evidence of a theoretical framework or teacher's philosophy did you see in how the teacher designed the curriculum? What factors seemed to influence the teacher's decisions? Also include the teacher's thoughts on these issues when applicable.

Final project and presentation: 35%

Although specific details regarding format and content will be provided in class, the final project entails the design of a Unit Plan, comprised of three lesson plans, formative and summative assessments, a written analysis of your work, as well as a teaching slice from your Unit Plan.