

**San José State University**  
**College of Humanities and Arts**  
**Department of World Languages and Literatures**  
**SPAN 160B- Hispanic Linguistics: Teaching Associate Seminar**  
**Fall 2018 (4 units)**

**Instructor:** Prof. Vanessa Marie Fernández

**Office Location:** Clark Hall 408M

**Telephone:** (408) 924- 4610 [please email]

**Email:** [vanessa.fernandez@sjsu.edu](mailto:vanessa.fernandez@sjsu.edu)

**Office Hours:** Wednesdays 1:30-2:30 and Thursdays 1:00- 2:30

Sign up: <https://fernandezwllsjsu.youcanbook.me>

**Class Day/Time:** Thursdays 6:00-8:00pm

**Classroom:** Clark Hall 218

**Prerequisites:** Successful application to MA Teaching Associate Program

**MYSJSU**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the course website: <https://sjsu.instructure.com/courses/1269843>

You are responsible for regularly checking [my.sjsu.edu](http://my.sjsu.edu) to learn of any updates. For support: visit the ecampus site at: <http://www.sjsu.edu/at/ec/canvas/>

**Course Description:** SPAN 160B Fall 2018 is designed specifically for Spanish M.A. students accepted into the Teaching Associate Program to teach elementary Spanish courses, SPAN 1A and SPAN 1B, in the Department of World Languages and Literatures at San José State. Weekly readings on teaching methodology and practice supplement hands on guidance on topics such as lesson planning, assessment, and use of technology. Students will study how language teaching methodologies have evolved in order to better understand current ACTFL National Standards for Foreign Language Education. They will learn how to effectively meet these standards in every aspect of their teaching, in the classroom and in designing assessment materials. Additionally, students will work collaboratively to design lessons and course materials. Strong emphasis will be placed on learning how to teach language through culture and how to connect course content with students' reality through community engagement. Moreover, Teaching Associates will learn strategies for teaching SJSU's diverse SPAN 1A/1B classroom, which often includes a mix of heritage learners (L1) and second language learners (L2). Finally, this course assists Teaching Associates in creating a professional portfolio so that they are prepared to apply for positions once they complete their degree.

## Course Content Learning Outcomes (CLO)

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

- Describe the multiple approaches to Foreign Language Teaching.
- Describe the ACTFL World Readiness Standards for Learning a Language.
- Design a lesson plan in accordance with ACTFL World Readiness Standards for Learning a Language that meets the needs of SJSU's student population.
- Design course materials in accordance with ACTFL World Readiness Standards for Learning a Language that meet the needs of SJSU's student population.
- Effectively teach a lesson plan in accordance with ACTFL World Readiness Standards for Learning a Language that meets the needs of SJSU's student population.
- Write an effective Teaching Philosophy Statement.

## Required Text/Readings

Brandl, Klaus. *Communicative Language Teaching in Action: Putting Principles to Work*. Up Saddle River, NJ. Pearson/Prentice Hall. 2008.

Clementi, Donna and Laura Terrill. *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design*. Alexandria, VA. ACTFL. 2013.

Grundman, Helen G. "Writing a Teaching Philosophy Statement" *Notices of the AMS* 53.11 (December 2006). 1329-1333.

Montell, Gabriela. "How to write a Teaching Philosophy Statement" *The Chronicle of Higher Education* (March 27, 2003). Web. June 4, 2018 8:52AM

Montell, Gabriela. "What's Your Philosophy on Teaching, and Does it Matter?" *The Chronicle of Higher Education* (March 27, 2003). Web. June 4, 2018 8:52AM

## Library Liaison

Toby Matoush  
Tel: (408) 808-2096  
Email: [tmatoush@sjsu.edu](mailto:tmatoush@sjsu.edu)

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

## Grading Policy

### Evaluation

Participation/ Assignments	20%
Presentations	10%
Observations	20%
Midterm Observation	20%
Final Project/ Presentation	30%

### Grading Scale

100-94 -- A	86-84 -- B	76-74 -- C	66-64 -- D
93-90 -- A-	83-80 -- B-	73-70 -- C-	63-60 -- D-
89-87 -- B+	79-77 -- C+	69-67 -- D+	59-0 -- F

**Each of the following evaluation criteria is designed to create a collaborative teaching experience intended to best prepare you to become a Foreign Language Educator in accordance with ACTFL guidelines.**

PARTICIPATION: This course is required for successful participation in the Teaching Associate Program for students in the MA Spanish Program in the Department of World Languages and Literatures at San José State University. Your participation in weekly meetings is intended to help you support the Elementary Spanish Program (SPAN 1A and SPAN 1B) in the WLL Department by becoming an excellent language instructor. You will be expected to come prepared to 1) discuss your weekly reflections on your teaching, 2) discuss assigned readings, and 3) give presentations. Your performance as an instructor in the Teaching Associate Program is also part of your participation grade for SPAN 160B. These responsibilities include, but are not limited to, conducting office hours, creating a CANVAS course site, setting up the gradebook, and updating it on a weekly basis, reasonably communicating with students electronically, and keeping track of student performance on the My Spanish Lab homework site.

ATTENDANCE AND PUNCTUALITY: This course is part of a **collaborative teaching experience**. We depend on each other's participation to best develop lessons and course materials in order to provide undergraduate students with the best possible instruction. Please **avoid** being absent and/or late. If an absence or lateness is **inevitable**, you are **still responsible** for submitting assigned materials **on time**. In addition, you must obtain class notes and homework assignments from a classmate/teaching colleague. I will assume that if you are not present, your work will be covered and your classmates/teaching colleagues will not be adversely affected by your inability to be in class.

HOMEWORK and ASSIGNMENTS: Homework and assignments are part of the participation grade and part of the collaborative teaching experience. During each class session, you will 1) present on and 2) hand in your weekly teaching reflection. You will also submit lesson plans (using lesson plan generator: <https://lpg.sdsu.edu>) two weeks before the material is to be taught. The course calendar outlines specific due dates for each student. Not submitting assignments on time adversely affects your classmates/teaching colleagues.

PRESENTATIONS: You will present your weekly teaching reflection at the beginning of every class session. In addition, you will present on assigned readings and on lessons you design, often with a partner. The course calendar outlines specific due dates for presentations for each student.

OBSERVATIONS: You will conduct two observations of other WLL language instructors teaching 1A, 1B, or 25A, 25B during the semester. One of these observations must be of a colleague in the Teaching Associate program and the other must be of an instructor, preferably a tenure track professor, approved by the Teaching Associate Coordinator. These observations are due on **November 1, 2018**.

MIDTERM OBSERVATION: A Midterm Observation of each Teaching Associate will be conducted during the semester. Dates for observations are outlined in the course calendar. This observation will count towards your course performance, but it will not go into your professional file. You will be subsequently observed by a faculty member in the Department of World Languages and Literatures and this report will also be included in your professional file.

FINAL PROJECT/PRESENTATION: Your summative assessment for this course has two parts. The first is a one page (max), single spaced Statement of Teaching Philosophy due on the last day of class, **December 6, 2018**. The second part is a final presentation on what you have gained from participating in the TA program and an outline of your future goals as a Spanish teacher. These presentations will take place on **December 13, 2018** from 5:15pm to 7:30pm.

Now that you have read the evaluation criteria, please reflect upon and answer the following questions:

How do the evaluation criteria in this course support a collaborative teaching experience?

Each evaluation criteria contributes a percentage to the final grade, how does this percentage correlate with the criteria's role in creating a collaborative teaching experience? How does each percentage correspond to what I need to know by the end of the semester?

How will I, as a teacher and a student, benefit from a collaborative teaching experience?

How can I support my classmates/colleagues and the Teaching Associate Coordinator in creating a collaborative teaching/learning environment in SPAN 120B?

## Useful Resources

**The Carmen Sigler Media Center** at San José State University is a resource center for students enrolled in foreign language courses and programs. It includes a library of Spanish language textbooks that can help you plan lessons and generate ideas for class. Located in Clark Hall 206, the Media Center is open weekdays. Our equipment is available for on-site use exclusively for students taking at least one class in the Department of Foreign Languages. For more information, contact 408-924-4696.

**Center for Faculty Development** at San José State is an invaluable resource for help and support in teaching. It is located on the second floor of the IRC (Instructional Resource Center), behind Clark Hall. Their website includes a diversity of resources to help teachers best meet the needs of San José State's diverse student population. You will find handbooks, articles, and a list of workshops dedicated to a variety of topics that will help you become a better instructor at San José State. See, for example, their site dedicated to Teaching and Learning:

<http://www.sjsu.edu/cfd/teaching-learning/>

### **American Council for Teaching of Foreign Languages:**

<https://www.actfl.org/about-the-american-council-the-teaching-foreign-languages>

**Lesson Plan Generator:** Please use this format to generate lessons due in class. Please make sure that your username is your first and last name so that I, and your colleagues can identify you. My **username is vanessa.fernandez**

<https://lpg.sdsu.edu>

**Pearson Contacts and Resources** Erick Cabrera is the Pearson representative for the SPAN 1A/1B Textbook *Mosaicos*. erick.cabrera@pearson.com

For My Spanish Lab support use:

<https://www.pearsonmylabandmastering.com/northamerica/mylanguage/educators/support/index.html> \*Tech Support\* (Educators): 888-433-8435 \* Tech Support \*(Students): 800-677-6337

**ECampus** is located on the second floor of the IRC (Instructional Resource Center), behind Clark Hall. They offer support with teaching tools on campus such as the CANVAS course management site we use for all our courses. You **must** use CANVAS and **regularly update student grades** on the gradebook feature. As part of the TA program, you are required to attend an ECampus workshop on CANVAS entitled "Canvas 1: Getting Started with Canvas for Beginners." This workshop should be completed **before** the first day of instruction.

ECampus site: <http://www.sjsu.edu/ecampus/>

ECampus workshops: <http://www.sjsu.edu/ecampus/support/events/index.html>

### **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

## Course Calendar

This calendar is subject to change as the semester progresses to better meet the needs of the class as whole. You are responsible for updates made in class and on Canvas.

Week 0 Friday, August 17	Assignments Due	In Class Agenda
	<p>Read: Introduction- Chapter 3 <i>The Keys to Planning for Learning</i></p> <p>Bring: Computer</p> <p>Lessons for August 20-23 (Natalie/Laura)</p>	<p>9AM-12PM TA Orientation Day</p>
Week 1 Thursday, August 23	Assignments Due	In Class Agenda
	<p>Read: Chapters 4 &amp; 5 <i>The Keys to Planning for Learning</i></p> <p>To hand in: Reflections on Teaching</p> <p>Lessons for September 4-6 due (Natalie and Laura)</p>	<p>6-8PM</p> <ol style="list-style-type: none"> <li>1. Discuss reflections on first week of teaching</li> <li>2. Discuss reading</li> <li>3. Review lessons for the following week (Natalie/Laura)</li> </ol>
Week 2 Thursday, August 30	Assignments Due	In Class Agenda
	<p>Read and Present: <i>Approaches and Methods in Language Teaching</i></p> <p>"Communicative Language Teaching" pp. 83-113 (Tania)</p> <p>"Content Based Instruction" pp. 116-136 (Natalie)</p> <p>"Whole Language" pp. 139-149 (Adriana)</p> <p>"Competency Based" pp. 150- 172 (Jason)</p> <p>"Task Based" pp. 174-198 (Charles)</p> <p>"Text Based" pp. 200-212 (Laura)</p> <p>"Lexical Approach" pp. 215-229 (profe)</p> <p>To hand in: Reflections on Teaching</p> <p>Lessons for September 10-13 (Natalie and Laura)</p>	<p>6PM-8:30PM</p> <ol style="list-style-type: none"> <li>1. Discuss reflections on teaching</li> <li>2. Presentations on teaching approaches</li> <li>3. Review lessons for the following week (Natalie/Laura)</li> </ol>

Week 3 Thursday, September 6	Assignments Due	In Class Agenda
	<p>Read: Chapter 1 <i>Communicative Language Teaching in Action</i></p> <p>To hand in: Reflections on Teaching</p> <p>Lesson Presentations: Natalie/Laura</p> <p>Lessons for September 17-20 (Charles)</p>	<p>6-7:30PM</p> <ol style="list-style-type: none"> <li>1. Discuss Reflections on Teaching</li> <li>2. Discuss Reading</li> <li>3. Review lessons for the following week [Natalie/Laura]</li> </ol>
Week 4 Thursday, September 13	Assignments Due	In Class Agenda
	<p>Read: Chapter 2 <i>Communicative Language Teaching in Action</i></p> <p>To hand in: Reflections on Teaching</p> <p>Lesson Presentations: Natalie/Laura</p> <p>Lessons for September 24-27 (Charles)</p>	<p>6-8PM</p> <ol style="list-style-type: none"> <li>1. Discuss Reflections on Teaching</li> <li>2. Discuss Reading</li> <li>3. Review lessons for the following week [Charles]</li> </ol>
Week 5 Thursday, September 20	Assignments Due	In Class Agenda
	<p>Read: Chapter 3 <i>Communicative Language Teaching in Action</i></p> <p>To hand in: Reflections on Teaching</p> <p>Lesson Presentations: Charles</p> <p>Lessons for October 1-4 (Tania and Natalie)</p>	<p>6-8PM</p> <ol style="list-style-type: none"> <li>1. Discuss Reflections on Teaching</li> <li>2. Discuss Reading</li> <li>3. Review lessons for the following week [Charles]</li> </ol>

Week 6 Thursday, September 27	Assignments Due	In Class Agenda
	<p>Read: Chapter 4 <i>Communicative Language Teaching in Action</i></p> <p>To hand in: Reflections on Teaching</p> <p>Lesson Presentations: Charles</p> <p>Lessons for October 8-11 (Tania and Natalie)</p>	<p>6-8PM</p> <ol style="list-style-type: none"> <li>1. Discuss Reflections on Teaching</li> <li>2. Discuss Reading</li> <li>3. Review lessons for the following week [Tania/Natalie]</li> </ol>
Week 7 Thursday, October 4	Assignments Due	In Class Agenda
	<p>Read: Chapter 5 <i>Communicative Language Teaching in Action</i></p> <p>To hand in: Reflections on Teaching</p> <p>Lesson Presentations: Tania/ Natalie</p> <p>Lessons for October 15-18 (Jason and Laura)</p>	<p>6-8PM</p> <ol style="list-style-type: none"> <li>1. Discuss Reflections on Teaching</li> <li>2. Discuss Reading</li> <li>3. Review lessons for the following week [Tania/Natalie]</li> </ol>
Week 8 Thursday, October 11	Assignments Due	In Class Agenda
	<p>Read: Chapter 6 <i>Communicative Language Teaching in Action</i></p> <p>To hand in: Reflections on Teaching</p> <p>Lesson Presentations: Tania/ Natalie</p> <p>Lessons for October 22-25 (Jason and Laura)</p>	<p>6-8PM</p> <ol style="list-style-type: none"> <li>1. Discuss Reflections on Teaching</li> <li>2. Discuss Reading</li> <li>3. Review lessons for the following week [Jason/Laura]</li> </ol>

Week 9 Thursday, October 18	Assignments Due	In Class Agenda
	<p>Read: Chapter 7 <i>Communicative Language Teaching in Action</i></p> <p>To hand in: Reflections on Teaching</p> <p>Lesson Presentations: Jason/ Laura</p> <p>Lessons for October 29 to November 1 (Adriana and Charles)</p>	<p>6-8PM</p> <ol style="list-style-type: none"> <li>1. Discuss Reflections on Teaching</li> <li>2. Discuss Reading</li> <li>3. Review lessons for the following week [Jason/ Laura]</li> </ol>
Week 10 Thursday, October 25	Assignments Due	In Class Agenda
	<p>Read: Chapter 8 <i>Communicative Language Teaching in Action</i></p> <p>To hand in: Reflections on Teaching</p> <p>Lesson Presentations: Jason/ Laura</p> <p>Lessons November 5-8: (Adriana/Charles)</p>	<p>6-8PM</p> <ol style="list-style-type: none"> <li>1. Discuss Reflections on Teaching</li> <li>2. Discuss Reading</li> <li>3. Review lessons for the following week [Adriana/Charles]</li> </ol>
Week 11 Thursday, November 1	Assignments Due	In Class Agenda
	<p>Read: Chapter 9 <i>Communicative Language Teaching in Action</i></p> <p>To hand in: Reflections on Teaching</p> <p>Lesson Presentations: Adriana/ Charles</p> <p>Lessons for November 12-15 (Natalie)</p>	<p>6-8PM</p> <ol style="list-style-type: none"> <li>1. Discuss Reflections on Teaching</li> <li>2. Discuss Reading</li> <li>3. Review lessons for the following week [Adriana/ Charles]</li> </ol>

<p>Week 12 Thursday, November 8</p>	<p>Assignments Due</p>	<p>In Class Agenda</p>
	<p>Read: Chapter 10 <i>Communicative Language Teaching in Action</i></p> <p>To hand in: Reflections on Teaching</p> <p>Lesson Presentations: Adriana/ Charles</p> <p>Lessons for November 19 -20 (Natalie)</p> <p>Lessons for November 26-29 (Natalie and Laura)</p>	<p>6-8PM</p> <ol style="list-style-type: none"> <li>1. Discuss Reflections on Teaching</li> <li>2. Discuss Reading</li> <li>3. Review lessons for the following week [Adriana/ Charles]</li> </ol>
<p>Week 13 Thursday, November 15</p>	<p>Assignments Due</p>	<p>In Class Agenda</p>
	<p>Observations</p> <p>To hand in: Reflections on Teaching</p> <p>Lesson Presentations: Natalie /Laura</p> <p>Lessons for December 3-6 (Natalie and Laura)</p>	<p>6-7:30PM</p> <ol style="list-style-type: none"> <li>1. Discuss Reflections on Teaching</li> <li>2. Review lessons for the following weeks [Natalie] [Natalie/Laura]</li> </ol>
<p>Week 14 Thursday, November 21</p>	<p>Assignments Due</p>	<p>In Class Agenda</p>
	<p>Observations</p>	<p>No class/ Thanksgiving</p>

Week 15 Thursday, November 29	Assignments Due	In Class Agenda
	<p>To hand in: Reflections on Teaching</p> <p>Read:  “How to write a Teaching Philosophy Statement”  “Writing a Teaching Philosophy Statement”  “What’s Your Philosophy on Teaching and Does it Matter?”</p> <p>Lesson Presentations:  Natalie/Laura</p>	6-8PM 1. Discuss Reflections on Teaching 2. Discuss Readings 3. Review lessons for the following week [Natalie/ Laura]
Week 16 Thursday, December 6	Assignments Due	In Class Agenda
	<p>To hand in:</p> <ol style="list-style-type: none"> <li>1. Reflections on Teaching</li> <li>2. Teaching Philosophy Statement</li> </ol>	6-7PM 1. Discuss Reflections on Teaching 2. Discuss Teaching Philosophy Statements
Week 17 Thursday, December 13	Assignments Due	In Class Agenda
	Final Presentations	5:15-7:30pm