

CURRICULUM PROPOSAL FORM
University-Wide Undergraduate Curriculum Committee

PROPOSAL FOR NEW COURSE

UWUCC USE

Number 19, B
Action _____
Date _____

I. TITLE/AUTHOR OF PROPOSAL

COURSE TITLE:
SP 290 Intensive Spanish for Elementary Teaching

DEPARTMENT: Spanish & Classical Languages

CONTACT PERSON: Dr. Eileen W. Glisan

II. APPROVALS

John Canary
Dept. Curriculum Committee

Edward B. Toland
Department Chairperson

Ruth Murray
College Curriculum Committee

Mark J. Staez
College Dean (in consulta-
tion with Provost)

Director of Liberal Studies
(for Lib. Studies courses only)

III. TIMETABLE

Date Submitted to UWUCC:
Semester/Year to be Implemented: Summer 1989
Year to be published in Catalog: 1989

IV. DESCRIPTION OF CURRICULUM CHANGE

1. New catalog description appears on page 2.
2. New course syllabus is attached.
3. Course analysis questionnaire appears on page 13.

IV. DESCRIPTION OF CURRICULUM CHANGE

1. CATALOG DESCRIPTION

SP 290 INTENSIVE SPANISH FOR ELEMENTARY TEACHING 6c-01-6sh

Prerequisite: SP 251/252 or equivalent oral proficiency rating. Permission of Coordinator of Foreign Languages and International Studies for Elementary Teaching (FLISET) Program. For students enrolled in the FLISET program only.

The student will develop language skills by means of an intensive five-week summer immersion experience. Strong emphasis is placed on strengthening oral language skills and reading. In addition to classroom instruction, the student will benefit from a full immersion atmosphere including extensive opportunities for using Spanish in informal settings and conversing with native Spanish speakers. The language is presented by means of functional language tasks and vocabulary which reflects the content areas of the elementary curriculum. (Student must take this course during the summer following the sophomore year.)

Contact Hours/
Lab Hours

NEW COURSE SYLLABUS

I. CATALOG DESCRIPTION

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II. COURSE OBJECTIVES

1. Listening: The student will be able to:
 - a. understand recombined sentence-length utterances.
 - b. understand spontaneous face-to-face conversations referring to personal background and needs, social conventions, and routine tasks.
 - c. distinguish present from past time.
 - d. utilize context and cognates to deduce meaning.

2. Speaking: The student will be able to:
 - a. ask and answer simple questions.
 - b. conduct short face-to-face routine conversations such as introducing self, ordering a meal, asking questions, making purchases.
 - c. talk about events that happened in the past or used to happen.
 - d. give simple commands or advice.
 - e. give autobiographical information: name, age, place of origin, address, telephone number, simple personal information.
 - f. describe family, acquaintances, things.
 - g. describe daily routine, leisure-time activities, likes/dislikes, future plans and activities.

3. Reading: The student will be able to:

- a. understand main ideas and facts from simple texts dealing with personal and social needs, such as announcements and instructions.
- b. utilize context, personal interest and knowledge to understand texts.
- c. distinguish between present and past time expressed in texts.
- d. interpret language in areas of practical need: fixed phrases on forms, signs, maps, schedules, menus.
- e. skim brief texts for main ideas.
- f. scan brief texts for specific pieces of information.

4. Writing: The student will be able to:

- a. supply information on forms.
- b. list memorized material, such as names, numerals, dates, times, etc.
- c. describe in written form autobiographical information: family, daily routine, work, school schedule, etc.
- d. write lists of questions to be used in interviews.
- e. write short messages, postcards, notes, telephone messages.
- f. write sentences and short paragraphs on familiar topics.

5. Culture: The student will be able to:

- a. demonstrate knowledge of geography of Hispanic world: countries, nationalities, key facts.
- b. use short phrases of courtesy (gracias, de nada, por favor) and titles of respect (señor, señora, señorita).
- c. use conventional phrases when being introduced (mucho gusto, encantado, igual, etc.) and proper greetings at different times of day (buenos dias, buenas tardes, buenas noches, etc.).
- d. give street address, phone numbers, times of day, and dates in the culturally-established forms.
- e. ask simple directions (¿Dónde está/queda...?)
- f. demonstrate an understanding of Hispanic eating patterns and main dishes (paella, salchichas, cordero, arroz con pollo, tortillas, etc.).

6. Elementary School Language:

The student will utilize and demonstrate an understanding of the elementary school-level language which is presented in classroom activities.

III. COURSE OUTLINE

<u>Day</u>	<u>Functions Practiced</u>	<u>Grammar Subsumed</u>
Week 1		
#1 a.m.	Classroom Commands Names of Classmates Describing People (Pt. I) Colors Clothing	Sentence Negation <u>Ser</u> + Personal Pronouns
LUNCH: NATIVE SPEAKERS: Describe things/people in cafeteria		
p.m.	Numbers Parts of the Body Greeting & Leavetaking Talking with Others	Addressing Others Formal & Informal You
4:00 p.m.: NATIVE SPEAKERS: Excursion around campus to describe people		
#2 a.m.	Things in the Classroom Describing People (Pt. II)	Gender & In- definite Arts. Specifying: Definite Arts. Describing: Gender Agree- ment Plural Forms
LUNCH: NATIVE SPEAKERS: Describe people in class		
p.m.	Family & Family Members Expressing Possession Telling Time (Part I)	Possession: <u>tener; de, del,</u> <u>de la, de los,</u> <u>de las;</u> poss. adjs. Time Expressions
4:00 p.m.: NATIVE SPEAKERS: Discuss family members, Hispanic family		
#3 a.m.	Numbers to 100 Expressing Age Describing the Weather Origin & Nationality	Origin & Nationality: <u>Ser (de)</u> Age: <u>tener</u>
LUNCH: NATIVE SPEAKERS: Count items in cafeteria, discuss the weather		

p.m.	Your Classes The Location of People, Places, Things The Numbers to 1,000,000	Ordinal Numbers Location of People & Objects: <u>estar</u>
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4:00 p.m.: NATIVE SPEAKERS: Discuss class schedule/classes in Hispanic countries

#4 a.m.	Addresses & Telephone Nos. Dates & Birthdays Prices	Spanish Alphabet Dates: Def. Art. + <u>de</u> Prices: <u>costar</u>
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LUNCH: NATIVE SPEAKERS: Discuss food prices

p.m. Readings

Week 2

#5 a.m.	Your Favorite Activities and Sports Your Preferences & Wishes Your Future Plans (Pt. I)	<u>Gustar</u> + Inf. <u>Preferir/Querer</u> + Inf. <u>Ir</u> + <u>a</u> + Inf.
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LUNCH: NATIVE SPEAKERS: Discuss leisure time activities

p.m.	Describing Plans in Progress Readings Quiz	Pres. Progressive
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4:00 p.m.: NATIVE SPEAKERS: Discuss leisure and sports in Hispanic world

#6 a.m.	Your Daily Activities Specifying When & How Often You Do Something Talking About the Places You Go	Present Tense Irregular Verbs Verbs with Stem- vowel changes Reflexive Prons. <u>Ir, a la, al</u> + Location
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LUNCH: NATIVE SPEAKERS: Discuss daily activities

p.m.	Readings More About Family & Relatives
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4:00 p.m.: Walk through town to identify places

#7
a.m. Describing States (Physical & Mental)
The Order of Events
Classroom Activities

States: estar,
tener
Infs. After
Prepositons
Refl. Pron. With
Infs. & Present
Participles
Ind. Obj. Pron.
With Verbs of
Reporting

LUNCH: NATIVE SPEAKERS: Describe physical & mental states of people in cafeteria

p.m. Telling Time (Part III)
Your Talents & Abilities
Begin Readings

Saber & Poder +
Infinitive
Time Expressions

4:00 p.m.: NATIVE SPEAKERS: View movie & discuss

#8
a.m. Readings cont'd.
Talking about Careers, Jobs, Professions &
Professions Occupations:
Ser + Noun

LUNCH: NATIVE SPEAKERS: Discuss careers/jobs in Hispanic world

p.m. Your Future Plans (Part II)
Your Obligations & Duties

Pensar, Ir a,
Quisiera, Me
Gustaria, Tener
Ganas de + Inf.
Tener que, Deber,
Necesitar, Es
necesario, Hay
que + Inf.

4:00 p.m.: NATIVE SPEAKERS: Help with Geography homework,
Nature walk

Week 3

#9
a.m. Work Activities
The Weather, Climate, Seasons

Demonstratives
Weather Ex-
pressions

LUNCH: NATIVE SPEAKERS: Point out things in cafeteria, talk about seasons in different parts of U.S. and Hispanic world

p.m. Holidays & Celebrations
Readings

4:00 p.m.: NATIVE SPEAKERS: Geography Books: Discuss climates on maps, help with homework

#10
a.m. Your Place of Residence: Comparisons
The House, Rooms, Furniture Pronouns After
Activities that Take Place Prepositions
At Home Por & Para (Pt.I)

LUNCH: NATIVE SPEAKERS: Discuss major Hispanic holidays

p.m. Home Activities cont'd.
Places in a Neighborhood

4:00 p.m.: NATIVE SPEAKERS: Use TPR kits to discuss places in neighborhood, discuss Hispanic neighborhood

#11
a.m. Meeting Others: Making Conocer & Saber
Introductions Dir. Obj. Prons.

LUNCH: NATIVE SPEAKERS: Introduce each other

p.m. Readings cont'd.
Review

4:00 p.m.: NATIVE SPEAKERS: Geography help, review for test, computer work

#12
a.m. Review

LUNCH: NATIVE SPEAKERS: Discuss the home and neighborhood

p.m. MIDTERM EXAM

4:00 p.m.: NATIVE SPEAKERS: Scrabble

#13
a.m. Talking About Your Own Preterite Tense
Experiences
The Experiences of Other People

LUNCH: NATIVE SPEAKERS: Narrate today's activities in past, talk about what friends did yesterday and this morning (1st & 3rd persons)

p.m. The Experiences of Other Irregular Prets.
People cont'd.
Asking Someone About His/Her Experiences

Week 4

#14 Experiences With Family and Preterite
a.m. Friends
Past Events

LUNCH: NATIVE SPEAKERS: Discuss weekend's events in past

p.m. Past Events cont'd. Expressing "ago";
hacer + time

4:00 p.m.: NATIVE SPEAKERS: Give vocabulary for children's
activities, games

#15 Talking About Your Childhood Past Habitual
a.m. Begin: The Teen Years Actions: Im-
perfect Tense
Imperfect of
"state" verbs

LUNCH: NATIVE SPEAKERS: Describe childhood activities

p.m. The Teen Years cont'd. Diminutives
Experiences & Memories Unplanned
Occurrences:
Se

4:00 p.m.: NATIVE SPEAKERS: Tell fairy tales (past time)

#16 Experiences & Memories cont'd. Dir. Obj. Prons.
a.m. Talking About Food & Drinks Verbs like Pedir
and Servir

LUNCH: NATIVE SPEAKERS: Name food & drinks, discuss regional
foods

p.m. Ordering a Meal Negation

4:00 p.m.: NATIVE SPEAKERS: Give vocabulary for food groups

#17 Buying & Preparing Food Impersonal Se
a.m.

LUNCH: NATIVE SPEAKERS: Review vocabulary for food & narrate
events in past

p.m. Readings

Review of Foods

4:00 p.m.: NATIVE SPEAKERS: Go on a shopping trip to buy groceries for preparing lunch for Friday

#18
a.m.

Talking About Geography &
Geographical Features
Modes of Transportation
(Part I)

Pres. Perfect
(recognition)
Exclamations
with Que,
Cuanto/a

LUNCH: NATIVE SPEAKERS: Help students prepare lunch, using Spanish to give them directions for preparing arroz con pollo, frijoles, pan dulce, refrescos.

p.m.

Composition
Modes of Transportation
(cont'd.)

Week 5

#19
a.m.

Modes of Transportation
(Pts. I & II)

Por & Para (II)
Adverbs

LUNCH: NATIVE SPEAKERS: Name food & drinks, discuss regional foods

p.m.

Your Experiences on Trips

Ind. Obj. Verbs
Hace + Time

4:00 p.m.: NATIVE SPEAKERS: Computer work/Homework help

#20
a.m.

Making Travel Plans
Finding Places, Following
Directions, Reading Maps

"Let's"
Formal Commands

LUNCH: NATIVE SPEAKERS: Have students find directions on campus maps

p.m.

Traveling in Hispanic
Countries
Reading Travel Ads

Pres. Subjunctive
With Querer &
Cuando

4:00 p.m.: NATIVE SPEAKERS: Trip to travel agency/Homework help

#21
a.m.

Quiz (Pt. I.)
Parts of the Body
Talking About Health &
Illnesses & Treatment

Expressing
Existence: Haber
Expressing

Changes in
States: hacerse,
ponerse,
volverse

LUNCH: NATIVE SPEAKERS: Illnesses, visits to the doctor,
how to describe height/weight

p.m.	Quiz (Pt. II) Health cont'd.. Visits to the Doctor, Pharmacy, Hospital Begin: Accidents & Emergencies	Ind. Obj. Prons. With Commands & Pres. Subj. Using Verbs of Reporting With Ind. Obj.Prons.
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4:00 p.m.: NATIVE SPEAKERS: Visit to Pharmacy

#22 a.m.	Continue: Accidents & Emergencies Readings
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LUNCH: NATIVE SPEAKERS: The emergency room, medicine, the
pharmacy (el farmacéutico)

p.m. Review for final exam

4:00 p.m.: NATIVE SPEAKERS: Help with narration/description in
past

#23 a.m.	Review for final exam
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LUNCH: NATIVE SPEAKERS: Review/general discussion

p.m. FINAL EXAM

INDIVIDUAL ORAL PROFICIENCY INTERVIEWS:
TO BE HELD ALL WEEK

IV. EVALUATION METHODS

The final grade for the course will be determined as
follows:

- 30% Class participation
- 20% Written final
- 15% Oral final
- 20% 4 quizzes
- 15% Homework

This looks great!

V. REQUIRED TEXTBOOKS:

Valette, J.-P., R.M. Valette, and T. Carrera-Hanley. Situaciones: Intermediate Spanish. Lexington: D.C. Heath and Company, 1988.

Workbook to accompany Situaciones.

VI. There are no special resource requirements.

VII. BIBLIOGRAPHY

Dulay, H.C., M.K. Burt and S.D. Krashen. Language Two. Oxford University Press, 1982.

Genesee, Fred. "Second Language Learning Through Immersion: A Review of U.S. Programs." Review of Educational Research. Vol. 55, no. 4, 1985.

Krashen, Stephen D. Principles and Practice in Second Language Acquisition. New York: Pergamon Press, 1982.

Met, Myriam. "Twenty Questions: The Most Commonly Asked Questions about Starting an Immersion Program." Foreign Language Annals 20; 4 (1987): 311-15.

Omaggio, Alice C. Teaching Language in Context: Proficiency-Oriented Instruction. Boston: Heinle & Heinle Publishers, Inc., 1986.

Terrell, T. et al. Dos mundos: A Communicative Approach. New York: Random House, 1986.

Terrell, T. "A Natural Approach to Second Language Acquisition and Learning." Modern Language Journal 61; 2 (1982).

Winitz, Harris, ed. The Comprehension Approach to Foreign Language Instruction. Rowley, MA: Newbury House, 1981.

IV. 3. Course Analysis Questionnaire:

Section A: Details of the Course

A1 This course fulfills the intensive language requirement for the FLISET (Foreign Languages and International Studies for Elementary Teaching) Program. The course is designed for

Elementary Teaching) Program. The course is designed for elementary education majors who are seeking FLISET as an academic specialty. This course is not proposed for inclusion in the Liberal Studies course list.

A2 This course does not require changes in the content of existing courses.

A3 This course is a novel approach, as it is an intensive 5-week summer immersion experience, which will include classroom instruction and extensive out-of-class exposure to the language (meals with native speakers, entertainment, language tasks, etc.).

A4 This course has been offered at IUP on a trial basis during Summer 1987 as a result of funding from the U.S. Dept. of Education. A full explanation is given of this offering in the FLISET Curriculum Proposal to which this document is attached.

A5 This course is not to be a dual-level course.

A6 This course is not to be taken for variable credit.

A7 Other higher education institutions (SSHE, regional colleges/universities) do not currently offer this course as such. Many universities, such as Middlebury College, Vermont, however, do offer summer intensive language experiences for undergraduate and graduate students.

A8 Although this course is not required by an external agency, representatives from the Pittsburgh City Magnet Schools have asked IUP for assistance in preparing teachers to teach foreign language in an immersion program. There is no existing course into which this content can be incorporated since it requires an intensive immersion experience.

Section B: Interdisciplinary Implications

B1 The course will be team taught by two professors from the Dept. of Spanish and Classical Languages. The rationale is to expose students to more than one instructor in order to improve listening comprehension skill (they won't get "comfortable" with one person's way of speaking) and to vary instruction given that the course is so intensive.

B2 No additional or corollary courses are needed now or later with this course.

B3 The content of this course does not affect the content of other courses offered by the Spanish Department or other departments at IUP.

in the School of Continuing Education. We hope to attract returning elementary education teachers to the program.

Section C: Implementation

C1 Resources:

- a. Faculty: 2 professors from the Spanish Department
- b. Space: 1 classroom
- c. Equipment: overhead projector from library
- d. Laboratory Supplies/Materials: materials have been purchased with grant funding
- e. Library materials: None
- f. Travel funds: None

Current resources are adequate.

C2 All of the materials (books, audio-visual materials, realia) have been paid for by grant funding from the U.S. Department of Education. The materials are housed in the library and can continue to be utilized.

C3 This course is expected to be offered every other summer for five weeks.

C4 One section of the course will be offered in any single semester.

C5 We can accommodate up to 20 students in a section. This number is set as a limit in order to allow maximum opportunities for each student to practice language skills. Immersion experiences with more than 20 students per instructor tend not to be successful.

C6 While foreign language research continues to underscore the importance of "small" classes, particularly in intensive immersion experiences, no one has cited an exact enrollment limit.

C7 This course is a curriculum requirement for those students completing the FLISET program as a specialty area. It is included in the 21 credit hours required for an academic specialty. Because the course is not required for Spanish majors, it does not necessitate an increase in the 124-credit program of students in the department.