

LSC Use Only

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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: SP 290 Intensive Spanish for Elementary Teaching
 Suggested 20 Character Course Title: Inten Sp Elem Teach
 Department: Spanish and Classical Languages
 Contact Person: Dr. Sally Thornton

II. If a course, is it being Proposed for:

X Course Revision/Approval Only
 _____ Course Revision/Approval and Liberal Studies Approval
 _____ Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Sally Thornton [Signature]
 Department Curriculum Committee Department Chairperson

 College Curriculum Committee College Dean *

 Director of Liberal Studies Provost (where applicable)
 (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

COURSE SYLLABUS

I. CATALOG DESCRIPTION

Spanish 290 Intensive Spanish for Elementary Teaching
6 credits

Prerequisite: SP 252 or equivalent oral proficiency rating.
For students enrolled in the FLISET program only.

This is a six-credit interdisciplinary course designed to increase students' proficiency in Spanish and to prepare them for an internship in an elementary school abroad. The content of the course is both linguistic and pedagogic. Emphasis is placed on vocabulary acquisition and on strengthening of listening and speaking abilities in Spanish. Students learn the language necessary for dealing with elementary-age children and for teaching the content areas of the elementary curriculum. They are also introduced to techniques for teaching the elementary curriculum in an immersion classroom. Students taking this course are strongly encouraged to do a follow-up, three week summer internship in Xalapa, Mexico.

II. COURSE OBJECTIVES

1. Students will utilize basic elementary-level teaching techniques in preparing content-based language lessons.
2. Students will understand and communicate in face-to-face conversations in Spanish dealing with classroom situations.
3. Students will ask and answer questions about one's own life.
4. Students will describe and narrate in present, past, and future.
5. Students will demonstrate the skills necessary to linguistically survive in an Hispanic culture: order a meal, get lodging, ask directions, use the telephone, etc.
6. Students will understand main ideas and communicate them in announcements, schedules, maps, forms, news articles, etc.
7. Students will write paragraphs and compositions dealing with autobiographical information, familiar topics, and correspondence.
8. Students will demonstrate an understanding of basic facets of Hispanic living patterns--eating customs, meal-

time etiquette, family relationships, etc.

9. Students will demonstrate an understanding of spoken Spanish well enough to deal with elementary school-age children.

10. Students will demonstrate an understanding of the basic vocabulary related to the content areas of the elementary curriculum.

III. COURSE OUTLINE

A. Listening Comprehension and Oral Practice (6 classes)

1. En el aula
2. Expresiones útiles
3. Vocabulario en la escuela

B. Listening Comprehension, Oral Practice, Writing Activities (4 classes)

1. En la clase de lenguaje
2. Repaso de vocabulario

C. Listening Comprehension, Oral Practice, Reading and Writing Activities (4 classes)

1. En la clase de geografía
2. Repaso de vocabulario

D. Methods in Teaching Second Language Acquisition (4 classes)

1. Vocabulario de la anatomía
2. Presentation and practice of vocabulary
3. Use of the target language

E. Elementary Language Programs (4 classes)

1. FLES/FLEX programs
2. Total/Partial immersion programs
3. Bilingual programs
4. Una clases de zoología

F. Developing Classroom Materials (8 classes)

1. Algunas reglas de ortografía
2. Una clase de historia
3. En la clase de matemáticas

G. Teaching Listening Skills (4 classes)

1. En la clase de matemáticas
2. Repaso y examen

H. Student Presentations (2 classes)

I. En la clase de ciencias (4 classes)

J. Teaching Speaking Skills (4 classes)

1. Una clase de geometría
2. Cooperative learning

K. Student Presentations (2 classes)

L. Teaching Elementary Content (4 classes)

1. Hora de recreo
2. Learning by doing
3. Comprehension before production

M. Teaching Culture (4 classes)

N. Final Student Presentations (4 classes)

IV. EVALUATION METHODS

The final grade for the course will be determined by the total number of points achieved throughout the course. Points will be accumulated from class participation, oral presentations, written exams and quizzes, a written journal, and a final oral presentation. Students may earn up to 50 extra credit points by participating in in-class and designated, out-of-class activities.

Distribution of points:

Assigned presentations	200
Other classroom activities	200

Tests and quizzes	200
Final presentation	200
Spanish journal	100
Class participation	<u>100</u>
Total:	1000

Presentations are evaluated on the basis of 1) fulfillment of the assignment; 2) accuracy of Spanish; 3) creativity.

The journal is evaluated on the basis of 1) consistency; 2) apparent commitment to make the journal a learning device; 3) progress toward writing accurately.

The final oral presentation is evaluated on the basis of 1) creativity; 2) preparation; 3) completion of stated objective; 4) use of the Spanish language.

Grading scale:

90 -	100%	A
80 -	89%	B
70 -	79%	C
60 -	69%	D
<59%		F

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Required texts:

Jarvis, A.C. and R. Lebrede. Spanish for Teachers.
Lexington, MA: D.C. Heath and Co., 1984.

Curtain, A. and C. Pesola. Languages and Children: Making the Match. Reading, MA: Addison-Wesley Publishing Co., 1988.

Supplemental materials:

España y las Américas: The Spanish Video Magazine

- VI. Although there are no specific resource requirements for the course, students may need some art supplies in developing materials for their classroom presentations.

VII. BIBLIOGRAPHY

Asher, J.J. Learning Another Language Through Actions: The Complete Teacher's Guidebook. Los Gatos, CA: Sky Oaks Publications, 1986.

Cantoni-Harvey, G. Content-Area Language Instruction: Approaches and Strategies. Reading, MA: Addison-Wesley, 1987.

Curtain, H.A. "Integrating Language and Content Instruction." ERIC/CLL News Bulletin 9 no. 2 (March 1986).

Dixon, C. & D. Nessel. Language-Experience Approach to Reading and Writing: Language-Experience Reading for Second Language Learners. Hayward, CA: Alemany Press, 1983.

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.

Glisan, E.W. "Total Physical Response: A Technique for Teaching All Skills in Spanish." Foreign Language Annals, 1986, 19, 419-27.

Heimlich, J.E. and S.D. Pittleman. Semantic Mapping: Classroom Applications. Newark, DE: International Reading Association, 1986.

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

Lipton, G. Practical Handbook to Elementary Foreign Language Programs. Lincolnwood, IL: National Textbook Company, 1988.

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

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

Rhodes, N. and A. Schreiblestein. Foreign Language in the Elementary School: A Practical Guide. Washington, DC: Center for Applied Linguistics, 1983. ED 225 403

Terrell, T. "A Natural Approach to Second Language Acquisition and Learning." Modern Language Journal, 1982, 61, 325-37.

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

COURSE ANALYSIS QUESTIONNAIRE
SP 290 Intensive Spanish for Elementary Teaching

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 education majors who are seeking FLISET as an academic specialty. This course is not proposed for inclusion in the Liberal Studies course list.
- A2 No, this course does not require changes in the content of existing courses.
- A3 This course is a novel approach, as the content is both linguistic and pedagogic. Students strengthen their own linguistic skills in Spanish and learn techniques for teaching elementary content areas through the Spanish language.
- 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.
- A5 No, this course is not to be a dual-level course.
- A6 No, this course is not to be taken for variable credit.
- A7 Other higher education institutions do not currently offer this course. IUP is one of the first institutions in the country to develop a program that prepares elementary education majors to teach Spanish in an immersion program.
- 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 language-learning experience together with an introduction to teaching techniques.

Section B: Interdisciplinary Implications

- B1 This six-credit course will be team taught by two professors from the Dept. of Spanish and Classical Languages. Team teaching will enable students to become accustomed to hearing more than one Spanish-speaking voice. One professor will be responsible for preparing the pedagogical content of the course and both professors will share in preparing and presenting the linguistic content.
- B2 No, 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.
- B4 Yes, seats in this course can be made available to students in the School of Continuing Education. We hope to attract returning elementary education teachers to the program.

Section C: Implementation

- C1 No new resources are needed.
- 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 in the fall semester of every other academic year.
- 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 Foreign language research continues to underscore the importance of "small" classes, particularly in intensive immersion experiences. The Association of Departments of Foreign Languages has cited 15 as the optimum number of students in language classes.
- 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.

Section D: Miscellaneous

This course has already been approved as a new summer intensive offering at IUP. However, in order to attract greater numbers of students into the FLISET program, we are offering the course during the fall semester instead of during the summer. This change requires a new catalog description and some alterations to the course content.