**Professional Education Program Proposal**

**New Program for Licensure**

Bachelor of Arts in Teaching

Spanish Education Major

Grade Level Preparation 7-12

Department of Curriculum and Instruction

College of Education and Health Professions

University of Arkansas Fayetteville, AR

|  |  |  |
| --- | --- | --- |
| **LON E New Letter of Notification**  **New Educator Preparation Program**  **(For programs leading to a degree or certificate, LON submitted to ADHE will be forwarded to ADE)**  **Note: This LON is for new programs only and should be completed after an LOI-E has been submitted and accepted by ADHE.**   1. Institution submitting request: University of Arkansas Fayetteville 2. Date submitted: September 20, 2017 3. Contact person/title: Dr. Terry Martin, Vice Provost for Academic Affairs 4. Phone number/e-mail address: (479) 575-2151/tmartin@uark.edu 5. Proposed effective date: Fall 2018 6. Proposed program title: Spanish Education (SNEDBA) 7. CIP Code requested: 13.1205 8. Degree or Award Level (B.S., M.A.T., post-baccalaureate, graduate, etc.): Bachelor of Arts in Teaching 9. Is this program intended to prepare candidates for educator licensure? X Yes \_\_ No  Grade Levels K-12 10. Indicate if courses/program of study will be offered for distance delivery: Two courses will be offered on-line: CIED 1003 and CIED 4023. 11. Provide additional program information if requested by ADE/ADHE staff.   Curriculum Committee Approval Date:  President/Chancellor Approval Date:  Board of Trustees Approval Date:  Chief Academic Officer: Date:  **Submit LON E New and ADE Program Proposal for new programs by February 1 for Fall program**  **implementation; and by July 1 for Spring program implementation to ADHE via the File Transfer system. Contact Lillian Williams (Lillian.Williams@adhe.edu) if there are questions.** |  |  |

**Professional Education Program Proposal**

**C O V E R S H E E T**

**Institution:** University of Arkansas **Date Submitted:** 9-18-17

**Program Contact Person:** Freddie A. Bowles **Position/Title:** Associate Professor, Program Coordinator-MAT

**Phone:** 479-575-3035 **Email:** fbowles@uark.edu

**Name of program:** Spanish Education (SNEDBA)

**CIP Code:** 13.1205

**Degree or award level (B.S., M.A.T., post-baccalaureate, etc.):**  Bachelor of Arts in Teaching (B.A.T.)

**Is this program intended to prepare candidates for educator licensure in Arkansas? X Yes □ No** If yes, indicate the title and grade range of the license for which candidates will be prepared: **Title:** *Secondary Education* **Grade Range:** *The grade level preparation includes K-12.*

Pr**oposal is for:**

X **New Educator Licensure Program** (Traditional)

(Complete Section A)

\_\_\_\_ **New Educator Licensure Program with Distance Learning Technology\***

(Complete Sections A and E)

\_\_\_\_ **New Educator Licensure Endorsement Program**

(Complete Section B)

\_\_\_\_ **New Educator Licensure Endorsement Program with Distance Learning**

**Technology\*** (Complete Sections B and E)

\_\_\_\_ **Major Revision(s) to an Approved Licensure Program**

(Complete Section C)

\_\_\_\_ **Minor Revisions to an Approved Licensure Program**

(Complete Section D)

\_\_\_\_ **Revision(s) to an Approved Program with Distance Learning Technology\***

(Complete Section C and E)

\_\_\_\_ **Converting a Traditional Program to a Distance Learning Technology Program\***

(Complete Sections C and E)

\* At least 50% of the curriculum is deliveredvia distance learning technology.

**Indicate the portion of the proposed program to be delivered via distance   
 learning technology (on-line).** 15% or two courses

**Proposed starting date for the program:** FALL 2018

**Will this program be offered at more than one site?** \_\_\_\_ **Yes X No NOTE: Prior approval by AHECB is required for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301 to offer programs at off-campus sites.**

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**3. Needs Summary**

*a. Provide a brief statement of the program’s purpose*

The Bachelor of Arts in Teaching degree will prepare students in the humanities with the pedagogical skills, the content knowledge, and the dispositions for teaching and learning in 21st century classrooms in the areas of English, French, German, Spanish, and Social Studies. The four-year program will include 40 hours of pedagogy, 33 hours in the individual content areas, and 35 hours of the University required Core with 12 hours in electives. In addition, students will have several field experiences over the course of 8 semesters in partner schools, including observations, practica, student teaching, and internship.

*b. Explain the need for the program with supporting data (e.g., data from supply and demand studies, institutional surveys, requests from individuals, etc.).*

The U.S. Department of Education, Office of Postsecondary Education, August 2016, identified 6 subject areas that are currently “high-need fields”: bilingual education and English language acquisition, foreign language, math, reading specialist, science and special education. In Arkansas, the list includes art, computer science, family and consumer sciences, journalism, library, mathematics, music, physical science (chemistry, physics), social studies, Spanish, and special education for 2017-18. Vacant positions across the state for 2016-17 totaled 1572, not including administrative positions. Vacancies in English totaled 115; foreign language totaled 35 (not disaggregated by language); and social studies totaled 73.

According to a recent survey conducted at the University of Arkansas by Dr. Jason Endacott, approximately 11% (411) of undergraduate students who responded to an exploratory survey (n = 3728) plan on becoming a secondary educator. However, only 10% (41) of those 411 students indicated that they planned on pursuing secondary certification through the MAT program at the University of Arkansas. The remaining 90% indicated that they intended to pursue other options, such as Teach For America, alternative licensure, and undergraduate programs at other universities.

In the last six years, enrollment in the Master of Arts in Teaching program, a traditional route to licensure at the graduate level, has dropped by 50%.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Degrees Awarded* | *Degrees Awarded* | *Degrees Awarded* | *Degrees Awarded* | *Degrees Awarded* | *Degrees Awarded* | *Current Enrollment* |
| 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| **64** | **44** | **57** | **48** | **38** | **40** | **33** |

This reflects a national trend in teacher preparation. In addition to decreased interest in becoming a teacher, other private and for-profit organizations offer alternative routes to licensure. Our campus now recruits for Teach for America and Arkansas Teacher Corps. The fifth-year model is also becoming outmoded. The cost for a graduate program is prohibitive for many students, and they are not willing to extend their debt for another year. Students are opting for degrees that offer a career path in four years. Faculty and administration in the College of Education and Health Professions believe that a four-year humanities program in pedagogy, content, and field experiences will lead more students into choosing teaching as a career and fill the shortages we have across the state with professionally prepared teachers.

*c. Provide estimates of the number of candidates expected to enter and complete the proposed program each year for a five-year period.*

Estimates of the number of candidates expected to enter (both as freshman and as transfer students) and complete the proposed program each year for a five-year period are provided in the table below. The estimates were determined by examining the awards granted for undergraduates in 2016 in the content areas of English, French, German, Spanish, and History. The program numbers are based on Dr. Endacott’s survey result of 10% expressing interest in becoming teachers. For example, English graduated 383 students over a five-year period (<http://oir.uark.edu/students/degrees-awarded.php> ), so the data reflects a 10% estimate for each of those five years to determine number of completers. Note that this data does not reflect students who may transfer in or who may change majors. Also note the data reveals degree completion of below 10 in French and German. The expectation is to have at least 1 from each language in the program. The BAT follows the protocol for AHCEB Policy 5.12 for program viability. As noted in the table below, several programs have low enrollment. This ensures quality academic programs to support Arkansas’ economic development goals.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Number of Candidates** | **2018** | **2019** | **2020** | **2021** | **2022** |
| Freshmen in English | 5 | 8 | 6 | 9 | 8 |
| Freshmen in French | 1 | 1 | \*less than 10 | \*less than 10 | \*less than 10 |
| Freshmen in German | \*less than 10 | \*less than 10 | \*less than 10 | \*less than 10 | \*less than 10 |
| Freshmen in Spanish | 1 | 1 | 2 | 2 | 2 |
| Freshmen in Social Studies | 6 | 6 | 7 | 9 | 7 |
| **Completers** |  |  |  | **12** | **16** |

*.*

*d. List other Arkansas institutions offering a similar program.*

The following table indicates the Institutions of Higher Education that offer a Bachelor's degree leading to licensure. However, many of these programs are BA degrees with minors in education or BSE degrees with minors in the content areas. The proposed BAT degree differs because it is a teaching degree with an education major in the content areas.

**IHEs Offering Bachelor Degrees Leading to Licensure ADE July 2017**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **IHE** | **English** | **Social Studies** | **French** | **German** | **Spanish** |
| ASU | X | X | X |  | X |
| ATU | X | X |  |  | X |
| CBC | X | X |  |  |  |
| Harding | X | X | X |  | X |
| HSU | X | X |  |  |  |
| John Brown | X | X |  |  |  |
| Lyon College | X | X |  |  |  |
| OBU | X | X |  |  |  |
| SAU | X | \_ |  |  | X |
| UAFS | X | X |  |  | X |
| UALR | X | X | X |  | X |
| UAPB | X | X |  |  |  |
| UCA | X | X | X |  | X |
| U Of Ozarks | X | ­- |  |  |  |
| Williams Baptist | X | X |  |  |  |
| **TOTAL** | **15** | **13** | **4** | **0** | **8** |

**4. Institutional Approval** *Supporting documentation for the program shall include:*

*a. A letter from the chief academic officer acknowledging that the program has been approved by the institution’s appropriate authorizing entity.*

Letter pending.

*b. Board of Trustees approval date (required for public institutions only)*

Letter pending

**5. Program Description**

*a. Provide a general description of the program (2-3 paragraphs).*

The Bachelor of Arts in Teaching English Education, French Education, German Education, Spanish Education, and Social Studies Education is a new degree program in education leading to licensure in the respective content areas (K-12 or 7-12 depending on the major). Students will complete 40 hours of pedagogy including 8 credit hours of field experiences (practicum and internship), 33 hours in the content area, 35 hours of UA Core, and 12 hours of electives to complete 120 credit hours.

The program focuses on developing reflective practitioners based on the constructivist perspective that teachers are life-long learners, reflective practitioners, and scholar researchers. The coursework is designed to develop these attributes so that students graduate as effective teachers with the knowledge, skills, and dispositions to engage students with meaningful and authentic instruction.

The BAT program is housed in the Department of Curriculum and Instruction (CIED) in the College of Education and Health Professions. Courses in CIED focus on developing the skills and dispositions for teaching. CIED partners with the Fulbright College of Arts and Sciences to develop knowledge in students’ content areas.

*b. Provide a copy of the degree plan and/or plan of study for the program.*

Please see attached 8-semester degree plan. **See Appendix A**

See the generic template for all programs below.

Yellow Highlights= Content Core / Green Highlights= Pedagogy Core / White = UA Core Core 120 hours

**Generic BAT 8 Semester Template**

***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 |  | 3 | Content Core |  | 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 |
| Content Core |  | 3 | Content Core |  | 3 |
| Content Core |  | 3 | Content Core |  | 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** |
|  |  |  | Elective |  | 3 |
| Content Core |  | 3 | Content Core |  | 3 |
| Content Core |  | 3 | Content Core |  | 3 |
| Elective |  | 3 | Elective |  | 3 |
| SEED 4063 | Disciplinary and Interdisciplinary LIteracy |  | SEED 4022 | Classroom Management | 2 |
| CIED 4403 | Understanding Cultures in the Classroom | 3 | CIED 3033 | Classroom Learning Theory | 3 |
| **Total** |  | **15** |  |  | **17** |

***Fall Year Four Spring Year Four***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
| Content Core |  | 3 | CIED 4023  Online or CIED 3023 or Elective | Teaching Inclusion in Secondary Settings or Survey of Exceptionalities | 3 |
| Content Core |  | 3 |  |  |  |
| SEED | Methods I | 3 | SEED | Methods II | 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** |
| **Total 120 hrs** |  | **59** |  |  | **61** |

*c. Provide a curriculum matrix that shows alignment of the program’s prescribed courses and experiences with the current corresponding state competencies for the content area or category of licensure and the Arkansas Teaching Standards.*

Please see attached curriculum matrix. **See Appendix B**

*d. Provide descriptions and syllabi for all courses prescribed in the proposed program. Syllabi for professional education courses in educator preparation programs should link each learning objective to its corresponding Arkansas Teaching Standards and the Teacher Excellence Support System (TESS). This connection between objective and standard should occur on the syllabus itself.*

Please see attached syllabi and course descriptions that contain learning objectives linked to state standards/competencies for licensure in secondary education 7-12 and K-12. **See Appendix C.**

e. *Describe competencies expected of program candidates regarding their knowledge and use of educational technology.* (Competencies should reflect National Educational Technology Standards for Teachers (NETS-T) OR Administrators (NETS-A) published by the International Society for Technology in Education (ISTE). Based on the National Educational Technology Standards for Teachers (NETS-T) (http://www.iste.org/standards/iste-standards/standards-for-teachers), the BAT program integrates the following competencies with program candidates regarding their knowledge and use of educational technology (see table below).

|  |  |
| --- | --- |
| NETS-T | Course Integration |
| 1. Facilitate and Inspire Student Learning and Creativity  Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments | CIED 1003  CIED 2173  CIED 4403 |
| 2. Design and Develop Digital-Age Learning Experiences and Assessments  Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. | SEED 4103. 4113.4203, 4213, 4443, 4523. |
| 3. Model Digital-Age Work and Learning  Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. | CIED 1003  SEED 328v  CIED 428v |
| 4. Promote and Model Digital Citizenship and Responsibility  Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices | SEED 328v  CIED 428v |
| 5. Engage in Professional Growth and Leadership  Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. | SEED 4103. 4113.4203, 4213, 4443, 4523, 328v  CIED 428v |

*f. Describe the assessments required in the program. (Six to eight assessments are required.)*

Six key assessments are provided with their scoring rubrics followed by a table that notes location of assessments in the 8 semester plan. Finally, a description of how the assessment data is collected and used is provided.

1. *Provide samples of the assessments and their scoring rubrics.*

***Assessment 1: Philosophy of Education Paper***

**Philosophy of Education Paper CIED 1013**

This paper is primarily a concise, academic statement of **your** personal philosophy of education.

You are encouraged and invited to make use of the ***Quality Writing Center*** on campus, or to bring your work (partial or complete) to my office for a consultation and review.

This paper is, in effect, a major assignment. Therefore, it is expected that when you submit your final work for a grade, it will be a carefully written, thoroughly edited piece of writing that represents your best academic work.

Your paper should follow these guidelines:

· Which **philosophy of education** best reflects your own personal philosophy in the classroom?

o Please choose and focus on ***only one!***

o On what points do you agree with this philosophy?

§ Explain ***why!*** Give ***examples*** if possible!

o On what points do you disagree? (Why?)

o Which parts of the philosophy are most important or useful to you as a classroom teacher?

· Based on your ***personal philosophy of education***, what do you hope to achieve as a teacher?

o You may wish to relate this to one or more of the ***4 main purposes of education***

§ Intellectual, Civic, Social, and Economic!

· What events or people have influenced your personal beliefs about education?

· Based on your philosophy, what would your ideal classroom environment be like?

o Physically?

o Academically?

o Culturally?

· How will your philosophy of education ***benefit children*** in your classroom?

o Immediate benefits?

o Long term benefits?

Your paper should be typed, std. margins, 5-7 pages and double‑spaced, APA format. Three to five professional references (peer reviewed articles or major published works) are required. Any person or written works which are quoted or paraphrased ***must be properly cited.***

Philosophy Paper Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Novice | Competent | Proficient |
| Introduction to Your Philosophy (40) | The introduction does not address author’s views about purposes of education, guiding educational principles or understanding of learning. The statement is incoherent or extremely brief. | Statement is logical and develops author’s views about the purposes of education, guiding educational principles, and most appropriate strategies for teaching. Statement is not always consistent and/or convincing. | Using sound assumptions and arguments, the statement logically develops the author’s views about purposes of education, guiding educational principles, and understanding of learning and appropriate strategies for teaching. Statements include sound ethical and psychological arguments, not just practical ones. |
| Application of Philosophy (20) | No illustrative examples are included. | Examples in support of points are relevant but general or not based in experience. | Specific examples from the writer’s experience, academic work, or field experience illustrate points in a vivid or memorable way. |
| Description of Ideal Environment (20) | There are few examples and only limited description of environment physically, academically, or culturally. |  | The paper has clear descriptions of how the environment looks physically, academically and culturally. |
| Grammar/Spelling (20) | |  | | --- | | The statement is very difficult to read because of its style, usage, mechanics, or organization. | | The statement is understandable plus two of the following: 1) organized,  2) free from errors of mechanics and usage,  3) in an appropriate academic style. | In addition to being  clear, well organized,  free from errors of  mechanics and usage,  and written in an  appropriate academic  style, the statement 1)  has a single, unifying  theme and 2) is  strongly suggestive of  the writer’s voice. |

***Assessment 2: Disposition Inventory***

**University of Arkansas**

**Teacher Education Candidate Disposition Inventory**

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ #Absences: \_\_\_\_\_\_ # Tardies: \_\_\_\_\_\_

Is a conference needed? \_\_\_ Yes \_\_\_No

If yes, who should be involved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Purpose**: The Candidate Disposition Inventory is an assessment tool designed to provide feedback to teacher candidates regarding demonstration of dispositions considered essential to effective teaching. The Inventory is completed by University Faculty working directly with teacher candidates as they proceed through the teacher preparation program. Once faculty have completed the Inventory, individual conferences are scheduled with teacher candidates to discuss personal growth plans and any areas of concern and/or needing improvement. Teacher candidates exhibiting considerable concerns will work closely with faculty and program leadership to address these concerns so that they can complete the program successfully. They will be monitored closely to assess their progress in noted areas. Other uses of the inventory may include teacher candidate self-assessment or as a discussion tool about professional practice with University faculty as they proceed through the program.

***Instructions:*** For each dispositional statement, indicate if the disposition was appropriately displayed, inappropriately displayed, or not seen. Please refer to the Rubric for Candidate Disposition Inventoryfor specific elements related to each statement. The following descriptors apply:

· **YES – All dispositions in the statement are appropriately displayed**

· **NO – One or more of the dispositions in the statement are inappropriately displayed**

· **NS – Not Shown**

|  |  |
| --- | --- |
| **DISPOSITIONAL STATEMENT** | **RATING** |
| 1. Communicates effectively and/or appropriately. | Yes No NS |
| 2. Demonstrates a positive attitude through engagement. | Yes No NS |
| 3. Uses courtesy, respect, and civility when interacting with others. | Yes No NS |
| 4. Displays the ability to work with diverse individuals. | Yes No NS |
| 5. Displays a passion for continuous learning. | Yes No NS |
| 6. Stays focused on a task and handles the task professionally and maturely. | Yes No NS |
| 7. Demonstrates confidence and commitment when taking on assigned and/or unassigned tasks. | Yes No NS |
| 8. Demonstrates flexibility and is able to make adjustments in light of changing circumstances. | Yes No NS |
| 9. Shows ethical thinking and sound judgment. | Yes No NS |
| 10. Exhibits a belief that ALL students can learn. | Yes No NS |
| 11. Is self-reflective and accepts and uses constructive feedback. | Yes No NS |

Evidence/Comments (Required for disposition statement(s) marked “No”)

This form completed by (circle one): Instructor Supervisor Mentor Teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

Instructor Signature Date \*Candidate Signature Date

(\*Candidate signature acknowledges review of form, not necessarily concurrence)

**Rubric for Candidate Disposition Inventory**

**University of Arkansas Teacher Education Program**

|  |  |  |  |
| --- | --- | --- | --- |
| **Disposition**  **And Related Standards** | **Disposition Definition** | **YES** | **NO** |
| (1) Effective and appropriate communication    CAEP 1.1  InTASC 6.8 | Communicates effectively and appropriately both orally and in written work | Uses no objectionable language; Grammar use is mostly accurate; Honesty and integrity are generally apparent. Words and actions are polite and professional. | Uses objectionable language; Incorrect grammar employed; Honesty and integrity are sometimes not evident in actions or words. Words or actions are insulting or show contempt for others or other cultures or genders. |
| (2) Appropriate engagement    CAEP 1.1  InTASC 9, 10 | Demonstrates appropriate engagement such as appropriate facial expressions, eye contact, and body language | Pays attention in class and school settings; displays appropriate levels of participation; displays a positive attitude toward involvement; body language indicates engagement (appropriate eye contact, positive posture, appropriate facial expressions) | Appears disengaged in class and/or school settings; rarely participates; makes little or no effort to be involved in course activities; body language is routinely negative (little eye contact, slouched posture, inappropriate facial expressions) |
| (3) Interactions with and treatment of others    CAEP 1.1  InTASC 1, 2, 3 | Interacts appropriately and positively with others. Treats others with courtesy, respect and civility. | Interactions with peers, colleagues, or authority figures are appropriate and positive. Treats others with courtesy and respect. Words and actions are polite and professional. Treats others with sensitivity to cultural and gender differences. | Interactions with peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate. At times treats others rudely and with disrespect. Words or actions are insulting or show contempt for others or other cultures or genders. |
| (4) Willingness and ability to work with others    CAEP 1.1  InTASC 3, 10 | Displays the ability to work with diverse individuals. | Works harmoniously and effectively with diverse individuals. May seek opportunities to include or show appreciation for under-represented individuals. | Communicates an inability or unwillingness to work with some students, other teacher candidates, or teachers. |
| (5) Passion for learning    CAEP 1.1  InTASC 4, 7, 9 | Passionate about learning. | Shows some curiosity for learning. Shows interest in learning from others and from experiences. Attempts to learn new concepts eagerly. Shows awareness of ideas. Questions assumptions. | Exhibits boredom with learning; shows little, if any curiosity, zest and energy for learning. Fails to seek understanding and appears to lack personal commitment to learning from others and from experiences. Exhibits little interest in trying different ways to learn something. Lacks engagement with ideas. Does not ask questions or question assumptions. |
| (6) Problem solving abilities and self-control    CAEP 1.1  InTASC 9, 10 | Displays maturity and independence by following appropriate protocol when seeking solutions to problems. Demonstrates appropriate self-monitoring and control of emotions and behavior. | If unable to resolve problems independently, enlists the help of faculty or staff in identifying the appropriate person to assist; follows through with that person to seek a resolution; uses discretion in discussing the problem. Focuses on seeking solutions rather than assigning blame. Models appropriate emotional and behavioral responses. | Fails to identify the appropriate personnel with whom to address problems; focuses on blaming others rather than seeking solutions. Enlists participation of family members or other individuals to seek solutions on his/her behalf. At times visibly demonstrates lack of emotional control; may become upset, use put-downs or display anger. |
| (7) Confidence and commitment    CAEP 1.1  InTASC 9, 10 | Demonstrates enthusiasm, confidence, initiative, and commitment. Prepares thoroughly and consistently. Meets deadlines. Is reliable and dependable. | Exhibits enthusiasm and confidence in teaching and takes initiative. Assigned and unassigned responsibilities are completed with minimal direct supervision. Consistently displays a thorough preparation of materials. Abides by deadlines for assignments, including projects and presentations. Usually completes assignments, duties or tasks on time. Attendance and punctuality are usually appropriate. | Lacks enthusiasm and confidence in teaching and does not take initiative. Does little without supervision and/or does not follow through on responsibilities. Some assigned and unassigned responsibilities are completed but with direct supervision. Seldom displays a thorough preparation of materials. Does not consistently abide by deadlines for assignments, including projects and presentations. Sometimes completes assignments, duties, or tasks on time. Attendance and punctuality are inappropriate. |
| (8) Flexibility    CAEP 1.1  InTASC 9, 10 | Demonstrates flexibility and is able to make adjustments in light of changing circumstances. | Displays a willingness and ability to adapt to changes in events, conditions, activities, and tasks. Responds positively to last minute changes in the daily schedule based on the requests of instructors or school personnel. | Is unwilling or unable to adapt or change when necessary or is confrontational when faced with an unexpected situation. Responds in a negative manner to changes in the daily or course schedule. |
| (9) Ethical thinking and sound judgment    CAEP 1.1  InTASC 9 | Exhibits sound judgment in personal and professional situations. Exhibits a strict code of honesty related to tests, assignments, and teaching responsibilities. Maintains confidentiality of records, correspondence and conversations.  Behaves in a legal and ethical manner. | Makes acceptable decisions; relates to P-12 students in an adult and professional manner; never leaves the classroom without a qualified adult in charge. Documents thoroughly.  Maintains confidentiality of P-12 student records and of professional correspondence and conversations; refrains from gossiping. Conduct is legal and ethical. | Sometimes makes questionable decisions; relates to P-12 students as peers; leaves the classroom without a qualified person in charge. Has knowingly plagiarized, cheated on a test, copied another’s work or allowed someone to copy. Documentation is sometimes incomplete. Does not maintain confidentiality of records; participates in gossip about P-12 students, faculty, or school personnel; does not respect confidentiality of professional correspondence or conversations. Engages in illegal or unethical conduct or in behavior, which would be grounds for dismissal from a teaching position. |
| (10) Belief that ALL students can learn    CAEP 1.1  InTASC 1,2,3 | Exhibits belief that all students can learn. | Shows through words and actions a belief in the ability of all students to learn. Encourages all students to be successful. | Does not appear to have confidence in all students’ ability to learn. Little evidence of commitment to encouraging students who have difficulty learning. |
| (11) Self-reflection and response to feedback    CAEP 1.1  InTASC 9 | Reflects on own behavior; accepts and uses constructive feedback. | Accurately demonstrates reflection through conferencing and written responses. Reflects on teaching and includes specific examples of successes and area needing improvement; can provide several suggestions for improvement. Is receptive to constructive comments and implements changes. | Does not accurately reflect on teaching through conferencing or written responses or propose ideas as to how it might be changed. Reflects when prompted and is generally accurate at a superficial level; able to make global suggestions as to how instruction might be improved; can occasionally make specific suggestions for self-improvement. Is not receptive to constructive comments and shows no sign of implementing change. |

**University of Arkansas Teacher Education Program**

**Candidate Disposition Inventory**

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is to be used by faculty members to report significant concerns about a candidate’s dispositions. The completed copy is to be submitted to the program coordinator in which the candidate is enrolled. A completed Candidate Disposition Inventory should be attached. The candidate should be given a completed copy of both forms.

I have the following concerns about this teacher education candidate:

I am recommending the following course of action (include a timeline for addressing the concern).

Faculty Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

Candidate Comments:

\*Candidate Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

(\*Signature indicates that candidate has read the referral. It does not indicate agreement.)

***Assessment 3: Article Review***

**Project Descriptor for the EDOKs**

Project Title: Professional Article Evaluation (**E**xpert **D**istiller **o**f **K**nowledge)

Goal: To further develop Scholar-Practitioner Tenet 4 in teacher candidates: *One who is a developing professional and a lifelong learner*

Objective: Students will read a series of professional articles to enhance their content and pedagogical knowledge and synthesize this information in a summary format.

Outcome: Students will demonstrate their ability to summarize and synthesize a piece of scholarly writing, apply the information to their own practice, and connect the information to class discussion and text. TESS, Domain 4, ATS 4, 5, and 9.

APA STYLE FOR EDOK

The College of Education and Health Professions at the University of Arkansas has adopted the American Psychological Association (APA) writing style. In order to comply with these requirements, all bibliographies, article critiques or summaries, and papers must be APA style. Consult the 2001 Publication Manual of the American Psychological Association (5th ed.), which is available in Mullins Library. APA style guidelines can also be found on the Internet.

**Citation example for a scholarly, peer-reviewed journal**

Hoyt-Oukada, K. (2003). Considering students’ needs and interests in curriculum construction. *The French Review, 76*(3), 721-737.

**EDOK Article Evaluation:** The purpose of the EDOK is to write a succinct evaluation of a piece of scholarly writing. All EDOKs are typed, one-two page summaries with a self-reflection as a conclusion. Use 12 pt. Times New Roman and include a heading with your name, date, and class name.

*The required format follows:*

**EDOK (Expert Distiller of Knowledge)**

The EDOK is a system that enables you to summarize articles in a succinct manner.

§ **Bibliographic information:** Give a complete APA citation for the source (See example above).

§ **Central theme:** State the central theme, concern, or argument of the author. Use your own words.

§ **Main idea:** Each main idea, point, or position in the article should be stated in a complete sentence. Please do not use fragments. Use your own words.

§ **Author’s conclusion:** State the author’s conclusion. Use your own words. Sometimes the author’s conclusion is stated in the article and sometimes you must infer it.

§ **Self-reflection (the most important part!):** State how the article helps you as a future teacher and how it relates to the class content. Use your own words. First person usage is also acceptable for this part.

Note: “I like this article” or "This article was very helpful" are not sufficient.

Papers should be well-edited for spelling, grammar, and punctuation. Please use academic discourse in your self-reflection. Slang and vagueness are also unacceptable.

**Rubric for Article Review: 25 points**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Excellent** | **Acceptable** | **Needs Work** |
| Bibliography **3 pts.** | All bibliographic information is included and in correct format.  3 | Most bibliographic information is included and in correct format.  2-1 | Bibliographic information is not included or is in incorrect format.  0 |
| **Central Theme**  **3 pts.** | Theme is appropriate and is stated coherently.  3 | Theme is partly misunderstood or incomplete.  2-1 | Theme is not stated or is inappropriate for the article.  0 |
| **Main Idea**  **3 pts.** | Main idea is accurate.  3 | Main idea is accurate, but is not coherent.  2-1 | Main idea is not stated or is inaccurate.  0 |
| **Author’s Conclusion**  **3 pts.** | Author’s conclusion is appropriate for the article and is stated in words original to the writer of the summary.    3 | Author’s conclusion is somewhat appropriate for the article, although the major conclusion has been missed. It is stated in words original to the writer of the summary.  2-1 | Author’s conclusion is not included or in inappropriate for the article. Words used are mostly copied from the article.  0 |
| **Self Reflection**  **5 pts.** | Writer describes in detail how the article is useful to an emerging professional and how it connects to the information in our textbook and class discussions.    5-4 | Writer generally describes how the article is useful to an emerging professional and briefly how it connects our textbook and to class discussion.    3-2 | Writer describes with limited detail how the article is useful to an emerging professional and /or how it connects to textbook and class discussion.    1-0 |
| **Editing /Usage**  **/ Syntax:**  **3 pts.** | The paper is well-edited and there are no more than five errors.  3 | Some editing is apparent. No more than ten errors are noted.  2 | More than ten errors in editing are noted.  1-0 |
| **Submission:**  **2 pts.** | Submitted on time  2 |  | More than one day late  0 |
| **Article Included**  **3 pts.** | 3 |  |  |

***Assessment 4: Lesson Plan***

**Lesson Title:**

**Intern Name:**

**Grade/Class Level: Topic / Theme:**

**Date of Observation: School / Mentor:**

**Class Time: Time Allotted for Lesson:**

|  |  |  |
| --- | --- | --- |
| **Teacher Guide** | | |
| **Stage I: Planning for Desired Results** | | |
| **A. Goal (s)**  **Describe what you want your students to learn—the**  **“Big Ideas.”** | |  |
| **B. Objective (s)**  **Write what your students will know and be able to do at the end of this lesson.** | | **Student will be able to:** |
| **C. Prior Knowledge**  **List the essential skills and knowledge students need for this lesson.** | |  |
| **D. Frameworks / Standards**  **List/describe the target ACTFL/AR WLAN standards.**  **List /describe the anchor CCSS standards.** | | **Connected to:** |
| **E. Learners**  **What do I need to know about the learners to plan for this lesson? What experiences have they had with this content? What special needs must be addressed? Adaptations made to differentiate instruction?** | |  |
| **F. Materials**  **Resources for lesson (Provide links and handouts).** | |  |
| **Stage II: Acceptable Evidence** | | |
| **Assessments**  **Describe the assessments you will use to determine how students demonstrate what they have learned.** | |  |
| **Stage III: Planning for Learning Experiences** | | |
| **Classroom Organization** | | |
| **Describe how you will organize the students and environment for this lesson.** | |  |
| **Instructional Sequence**  **Describe step-by-step how the lesson will be introduced and delivered.** | | |
| **I. Preview/ Anticipatory Set/ Bell ringer**  **How will you motivate/engage the students?**  **Time Needed:** | |  |
| **II. Input / Presentation / Procedures**  **How will you introduce the lesson / objectives and give an overview of lesson?**  **Time Needed:** | |  |
| **III. Guided Practice**  **How will you model and guide students through activities to practice the learning objectives?**  **Time Needed:** | |  |
| **IV. Released Practice**  **How will you release students to practice learning objectives independently (individually, pairs, groups)?**  **Time Needed:** | |  |
| **V. Closure**  **How will you end the lesson?**  **Time Needed:** | |  |
|  | |  |
| **Outcomes**  **Student products resulting from lesson.** | |  |
| **Stage IV: Reflection on Lesson Effectiveness** | | |
| **1. Did you achieve your goals? How do you know?** |  | |
| **2. What worked well and why?** |  | |
| **3. What would you change to teach this again?** |  | |
|  |  |  |

**Lesson Plan Rubric (100 pts)**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Unacceptable  D - 69>% | Developing  C - 70-81% | Acceptable  B - 82-92% | Exemplary  A - 93-100% | Points |
| Unit/State Curriculum Standards  (10 pts) | Unit/State standards are not included. | Unit/State standards are listed but are unclear or unorganized. | Unit/State standards are listed. | Unit/State standards are thoroughly listed and clearly related to each objective. |  |
| Objective(s)  (10 pts) | Behavior, criteria, and conditions are unclear or missing. | Two of the three (behavior, criteria, and conditions) are apparent, but unclear or poorly written. | Behavior, criteria, and conditions, are somewhat clearly communicated. | Behavior, criteria, and conditions are clearly communicated and clearly and concisely written (no unnecessary words). |  |
| Lesson Content  (5 pts) | Content to be presented in the lesson is not included. | Content to be presented in the lesson is listed but unorganized or difficult to follow. | Content to be presented in the lesson is listed and organized. | Content to be presented in the lesson is listed in detail and logically organized so students and the teacher know exactly what content will be covered in the lesson. |  |
| Introduction  (10 pts) | An introduction or hook for the lesson is not included. | The lesson is poorly introduced. The introduction is vague, lacking detail required for students to follow the lesson. | The lesson is introduced in a manner that seems appropriate for the lesson. The introduction is somewhat confusing to students in order to know what to expect and what is expected of them. | The lesson is introduced in a logical, creative and engaging manner so that students know what to expect and what is expected of them. The introduction is clear and detailed enough to enable students to begin the lesson without aid. |  |
| Learning Activities/  Procedures  (20 pts) | Procedures are incomplete or missing. | Learning procedures are poorly articulated. Activities are vague, lacking detail required for students to follow the lesson. | Learning activities and procedures are delivered in a manner that seems appropriate for the lesson content. | Learning activities are delivered in a logical, creative, and engaging manner so that students know what is expected of them and are engaged in their own learning. Procedures are clear and detailed enough throughout the lesson to enable students to begin the lesson without aid. |  |
| Closure/Review  (10 pts) | No procedures for lesson closure are included. | Includes vague procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are missing. | Includes procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are included, but poorly articulated | Includes procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are clearly articulated. The closure is engaging to students and makes the content relevant to students’ as the lesson comes to an end. |  |
| Evaluation/ Assessment  (10 pts) | No assessment procedures included. | The behaviors assessed are inconsistent with the behavior described in the objective and description of the lesson. | Includes both summative and formative assessments. The behaviors assessed resemble the behaviors described in the objective and description of the lesson. | Includes both summative and formative assessments. The behaviors assessed exactly match the behaviors described in the objectives and description of the lesson. (Scoring guides or rubrics are provided if appropriate.) |  |
| Modifications  (10 pts) | No modifications included. | Include vague modifications for special needs students, learning styles, English Language Learners and other anticipated problems. | Include some modifications for diverse learners’ special needs students, learning styles, English Language Learners and other anticipated problems you may encounter and how to solve them. | Includes detailed modifications for diverse learners, special needs students, learning styles, English Language Learners and other anticipated problems you may encounter and how to solve them. |  |
| References/Materials  (5 pts) | Either references or materials (or both) are not included. | References and materials are both included in the lesson, but not detailed enough to enable another teacher to fully access references or know what materials are required. | References and materials are both included in the lesson and listed in an organized manner. | References are listed in APA format, including hyperlinks so others could access them easily. All required materials are listed in detail so that another teacher would know exactly what was required to teach the lesson effectively. |  |
| Reflection  (10 pts) | Reflection is vague and/or incomplete | Includes a reflection but does not describe the lesson, areas for growth, strengths, and/or modifications for future lessons. | Includes a somewhat thoughtful reflection describing the lesson, areas for growth, strengths, and modifications for future lessons and/or lacks detail. | Includes a thoughtful reflection describing the lesson, areas for growth, strengths, and modifications for future lessons. |  |
| One or more grammar, spelling, and/or typographical errors may result in a deduction of up to 10 points from the final grade earned.    Comments: | | | | Total Points | /100 |

***Assessment 5: TESS Summative Evaluation***

|  |  |  |
| --- | --- | --- |
| **Intern/Student Teacher:** | **Date:** | **School:** |
| **Observer:** | **Grade:** | **Rotation / Observation #:** |
| **Mentor:** | **Subject:** | **Program:** |

|  |  |  |
| --- | --- | --- |
| **Domain 1: Planning and Preparation**  *To be completed from responses to questions before and after a lesson. Additional information may be obtained during classroom observation of teaching.* | | |
| **Score** |  |  |
|  | **a:** | Demonstrating knowledge of content and pedagogy |
|  | **b:** | Demonstrating knowledge of students |
|  | **c:** | Selecting instructional outcomes |
|  | **d:** | Demonstrating knowledge of resources |
|  | **e:** | Designing coherent instruction |
|  | **f:** | Assessing student learning |

|  |  |
| --- | --- |
| **Key Proficient “Look Fors”** | **Criteria** |
| ***Classroom Observation***   * Clear explanation of content * Accurate response to student questions * Questions build on prior k/s   ***Teacher Lesson Plans/Interview***   * Explains how discipline is organized and has evolved * Identifies concepts to be taught * Shares relationship to other disciplines * Selects appropriate teaching strategies | **a. Teacher is familiar with major concepts/skills of the subject he/she teaches. Familiar with connections between subject and other disciplines.**  **- Knowledge of prerequisite relationships**  **- Knowledge of content-related pedagogy** |
| **Evidence:** |
| ***Teacher Lesson Plans/Interview***   * Age appropriate * References current research * Activities engage inquiry and reciprocal learning process * Activities/strategies based in formal / informal and ongoing assessment * Seeks input from parents * Interest surveys and interviews * Cultural sensitivity * Meets with key school personnel * Accommodations | **b. Teacher demonstrates knowledge of students.**  **- Knowledge of child and adolescent development**  **- Knowledge of the learning process**  **- Knowledge of students' skills, knowledge, and language proficiency**  **- Knowledge of students' interest and cultural heritage**  **- Knowledge of students with special needs** |
| **Evidence:** |
| **Teacher Plans/Interviews**   * Connects to national, state, and local standards * Represents big ideas * Scaffolded on prior and establishes foundation for future learning that represent the discipline * Written in terms of LEARN **not** DO * Are specific, doable, observable * Reflect different types of learning * Provide opportunities for coordination * Reflect actual and higher-order thinking * Reflect procedural knowledge * Reflect conceptual understanding * Reflect communication skills * Reflecting reasoning skills * Reflecting collaboration skills * Are suitable for all students | **c. Teacher selects instructional outcomes.**  **- Value, sequence, and alignment**  **- Clarity**  **- Balance**  **- Suitability for diverse learners** |
| **Evidence:** |
| **Teacher Plans/Interviews**   * Utilizes several and differentiated resources * Stays abreast of subject(s) teaches * Aware of and familiar with resources in and out of school/district * Guest speakers * Field trips * Internet * Professional organizations * Media center, computer lab * Multidisciplinary resources * Artifacts | **d. Teacher demonstrates knowledge of resources.**  **- Resources for classroom use**  **- Resources to extend content knowledge and pedagogy**  **- Resources for students** |
| **Evidence:** |
| **Teacher Plans/Interviews**   * Suitable to students and learning outcomes * Represent significant cognitive challenge * Differentiated * Engaging * Varied grouping * Clearly defined structure * Reasonably timed | **e. Teacher designs coherent instruction.**  **- Learning activities**  **- Instructional materials and resources**  **- Instructional groups**  **- Lesson and unit structure** |
| **Evidence:** |
| **Teacher Plans/Interviews**   * Assesses all outcomes * Adapts for groups/students * Identifies clear criteria/standards * Develops appropriate strategies * Uses to plan for future instruction | **f. Teacher assesses student learning.**  **- Congruent with instructional outcomes**  **- Criteria and standards**  **- Design of formative assessments**  **- Used for Planning** |
| **Evidence** |

Summary:

Suggestions:

|  |  |  |
| --- | --- | --- |
| **Domain 2: The Classroom Environment**  *To be completed during observation of a lesson* | | |
| **Score** |  |  |
|  | **a:** | Designing an environment of respect and report |
|  | **b:** | Establishing a culture for learning |
|  | **c:** | Managing classroom procedures |
|  | **d:** | Managing student behavior |
|  | **e:** | Organizing physical space |

|  |  |
| --- | --- |
| **Criteria** | **Key “Look Fors”** |
| *Classroom Observation* **a: Teacher interactions with students. Students’ interactions with one another.** | * Teacher calls students by name * Teachers uses “we” statements to make students feel part of the group * Listens to students with care * Polite language is used in interaction between the students and the teacher * Teacher checks with students to find out how they feel about the class/lesson |
| **Evidence:** |
| *Classroom Observation* **b: The importance of the content. Expectations of learning and achievement. Student pride in work.** | * Voice and body language convey enthusiasm * Student have a choice about how they show what they have learned * Teacher shares the learning goal for the lesson and explains the lesson’s importance and purpose * Teacher reinforces students’ development of conceptual understanding in order for students to demonstrate proficiency of content |
| **Evidence:** |
| *Classroom Observation* **c: Routines are clearly established to minimize loss of instructional time. Teacher has established procedures for group work making sure students understand what they are to do and how they are to accomplish it. There are clear procedures to manage transitions, distribution of materials and supplies.** | * Guidelines for group work are specified * Routines are established * Roles are used when appropriate * Group members listen respectfully * Group works to meet learning goal * Worked productively * Used time well * Voice level appropriate * Materials and supplies are handled smoothly and efficiently |
| **Evidence:** |
| *Classroom Observation* **d: Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher’s response to student misbehavior is appropriate and respects the students’ dignity.** | * Appropriate and clear standards of behavior * Alert to student behavior at all times * Consistency * Clear consequences * Demonstrate positive behavior * Sense of respect * Responds to serious behavior problems * Rationale for standards |
| **Evidence:** |
| *Classroom Observation* **e: The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.** | * Class arrangement * Use of space appropriate for learning * Safety * Access to instruction * Facilitates learning * Lesson adjustments * Traffic pattern |
| **Evidence:** |
|  |  |

Summary:

Suggestions:

|  |  |  |
| --- | --- | --- |
| **Domain 3: Instruction**  *To be completed during observation of a lesson* | | |
| **Score** |  |  |
|  | **a:** | Communicating with students |
|  | **b:** | Using questioning and discussion techniques |
|  | **c:** | Engaging students in learning |
|  | **d:** | Using Assessment in Instruction |
|  | **e:** | Demonstrating flexibility and responsiveness |

|  |  |
| --- | --- |
| **Key Proficient “Look Fors”** | **Criteria** |
| * Written and verbal explanation of lesson purpose * Directions and procedures are clear to students * Explanation of content is appropriate and connects to student knowledge and experience * Clear and correct spoken and written language | *Classroom Observation* **a: Expectations for learning. Directions and procedures. Explanations of content.** |
| **Evidence:** |
| * Teacher’s questions are of high quality * Adequate time provided for response * Genuine discussion among students * Teacher successfully engages all students in discussion | *Classroom Observation* **b: Quality of questions. Discussion techniques. Student participation.** |
| **Evidence:** |
| Assignments are appropriate and students are cognitively engaged   * Instructional groups are productive and appropriate for the lesson * Materials and resources are appropriate and engage students mentally * Lesson has a clearly defined structure * Pacing is appropriate | *Classroom Observation* **c: Activities and assignments. Grouping of students. Instructional materials and resources. Structure and pacing.** |
| **Evidence:** |
| * Students are fully aware of criteria and performance standards by which work will be evaluated * Monitors the progress of groups making use of diagnostic prompts * Feedback to students is timely and high quality * Students frequently assesses and monitors quality of their own work against criteria | *Classroom Observation*  **d: Assessment criteria. Monitoring of student learning. Feedback to students. Student self-assessment and monitoring of progress.** |
| **Evidence:** |
| * Makes minor adjustments to lesson in a smooth manner * Successfully accommodates for students’ questions and interests * Anticipates and responds to student differences * Persists in seeking approaches for students who are struggling | *Classroom Observation* **e: Lesson adjustment. Response to students. Persistence.** |
| **Evidence:** |

Summary:

Suggestions:

|  |  |  |
| --- | --- | --- |
| **Domain 4: Professional Responsibilities** | | |
| **Score** |  |  |
|  | **a:** | Reflecting on teaching in terms of accuracy and use in further teaching |
|  | **b:** | Maintaining accurate records |
|  | **c:** | Communicating with families |
|  | **d:** | Participating in a professional community |
|  | **e:** | Developing and growing professionally |
|  | **f:** | Demonstrating professionalism |

Summary:

Suggestion:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domain 1: Planning & Instruction** | **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *1a: Demonstrating knowledge of content and pedagogy* | Teacher’s plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline. | Teacher’s plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline. | Teacher’s plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline. | Teacher’s plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. |
| *1b: Demonstrating knowledge of students* | Teacher demonstrates little or no knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. | Teacher indicates the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. | Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. | Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. |
| *1c: Setting instructional outcomes* | Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. | Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but there is little or no attempt at coordination or integration. | Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination. | Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. |
| *1d: Demonstrating knowledge of resources* | Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge | Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge | Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. | Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them. |
| *1e: Designing coherent instruction* | The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students. | The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. | Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. | Teacher coordinates knowledge of content, students, and resources to design learning experiences aligned to instructional outcomes, differentiated where appropriate for all students and significant learning. The lesson or unit’s structure is clear and allows for different pathways according to student needs. |
| *1f: Designing student assessments* | Teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction. | Teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole. | Teacher’s plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students. | Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students. |

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| **Domain 2: The Classroom Environment** | **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *2a: Creating an environment of respect and rapport* | Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students. | Interactions, both between the teacher and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students. | Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students. | Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students’ cultures and levels of development. |
| *2b: Establishing a culture for learning* | Teacher displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work. | Teacher’s attempt to create a culture for learning is only partially successful. Teacher displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work. | The classroom culture is positive, and is characterized by high expectations for most students, genuine commitment to the work by both teacher and students, with students demonstrating pride in their work. | High levels of student energy and teacher passion for the subject create a culture for learning in which both students and teacher share a belief in the importance of the subject, and all students hold themselves to high standards of performance, initiating improvements to their work. |
| *2c: Managing classroom procedures* | Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.. | Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. | Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. | Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. |
| *2d: Managing student behavior* | There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity. | It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students’ dignity. | Standards of conduct are clear, with evidence of student participation in setting them. Teacher’s monitoring of student behavior is subtle and preventive, and teacher’s response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| *2e: Organizing physical space* | The physical environment is unsafe, or some students don’t have access to learning. There is poor alignment between the physical arrangement and the lesson activities. | The classroom is safe, and essential learning is accessible to most students, and the teacher’s use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success. | The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology. | The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson. |

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| **Domain 3: Instruction** | **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *3a: Communicating with students* | Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher’s use of language contains errors or is inappropriate to students’ cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher’s use of language is correct but may not be completely appropriate to students’ cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students’ cultures and levels of development | Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher’s oral and written communication is clear and expressive, appropriate to students’ cultures and levels of development, and anticipates possible student misconceptions. |
| *3b: Using questioning and discussion techniques* | Teacher’s questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion. | Some of the teacher’s questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher’ attempts to engage all students in the discussion are only partially successful. | Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate. | Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard. |
| *3c: Engaging students in learning* | Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. | Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained. | Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students’ cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson’s structure is coherent, with appropriate pace. | Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure. |
| *3d: Using Assessment in Instruction* | Assessment is not used in instruction, either through students’ awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students. | Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. | Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. | Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. |
| *3e: Demonstrating flexibility and responsiveness* | Teacher adheres to the instruction plan, even when a change would improve the lesson or of students’ lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. | Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. | Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests. | Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies. |

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| **Domain 4: Professional Responsibilities** | **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *4a: Reflecting on Teaching* | Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved. | Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved. | Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved. | Teacher’s reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each. |
| *4b: Maintaining Accurate Records* | Teacher’s systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion. | Teacher’s systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful. | Teacher’s systems for maintaining both instructional and non-instructional records are accurate, efficient and successful. | Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful |
| *4c: Communicating with Families* | Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program. | Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program but are not always appropriate to the cultures of those families. | Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner. | Teacher’s communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate. |
| *4d: Participating in a Professional Community* | Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving, | Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial. | Teacher participates actively the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues. | Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty. |
| *4e: Growing and Developing Professionally* | Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues. | Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues. | Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues. | Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession In addition, teacher seeks out feedback from supervisors and colleagues. |
| *4f: Demonstrating Professionalism* | Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines. | Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher’s attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to “get by.” | Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations. Teacher complies fully with school and district regulations. | Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations. |

***Assessment 6: E-Folio***

**Assessment #6: E-Portfolio Assignment**

**DIRECTIONS:** In their final year of the Bachelor of Arts in Teaching program, students will produce an e-portfolio in which they demonstrate their ability to satisfactorily address the four domains of the Danielson Framework for Teaching. These domains, which constitute the Teaching Excellence and Support System developed by the Arkansas Department of Education to support observation and development of K-12 teachers, include: *Domain 1: Planning and Preparation; Domain 2: Classroom Environment; Domain 3: Instruction; Domain 4: Professional Responsibilities*.

To document their knowledge and understandings of the Danielson Framework, students in the Bachelor of Arts program will include artifacts they create and use with students in their internship experience in their e-portfolio. These artifacts will be accompanied by written narratives which attest to how the artifacts were taken up in the classroom and how they speak to the understandings and competencies articulated by each of the four domains. In addition to submitting an e-portfolio, students will present and defend their work to both faculty and their peers in the Bachelor of Arts in Teaching program.

**Scoring Rubric**

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| **Domain 1: Planning and Preparation** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The author effectively contextualizes the artifact by locating it in Domain #1 of Danielson’s Framework for Teaching. In doing so, the writer skillfully draws connections between the artifact and the specific competencies, and understandings specified by the domain. Both the artifact and the accompanying narrative suggest the author possesses a strong understanding of both the domain and the artifact’s relationship to it. As a result, the assessor is left with virtually no questions. | The author satisfactorily contextualizes the artifact by locating it in Domain #1 of Danielson’s Framework for Teaching. The writer draws acceptable connections between the artifact and the competencies and understandings specified by the domain. Collectivity, the artifact and accompany narrative suggest that the author understands both the domain and the artifact’s relationship to it. As a result, the assessor is left with few, if any, questions. | The author attempts to contextualize the artifact by locating it in Domain #1 of Danielson’s Framework for Teaching, but the discussion is not always accurate or sufficiently developed. The artifact and accompanying written narrative demonstrate a developing understanding of the relationship between the artifact and the competencies and understandings specified by the domain, but the discussion is marred by some inaccuracies or misunderstandings. The reader is left with several questions. | The author’s contextualization of the artifact is unsatisfactory or non-existent. The reader is left with numerous questions about the nature of the relationship between the artifact and Domain #1. The author’s grasp of the competencies and understandings specified in the domain is marred by numerous inaccuracies. |
| **Domain 2: Classroom Environment** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The author effectively contextualizes the artifact by locating it in Domain #2 of Danielson’s Framework for Teaching. In doing so, the writer skillfully draws connections between the artifact and the specific competencies and understandings specified by the domain. Both the artifact and the accompanying narrative suggest the author possesses a strong understanding of both the domain and the artifact’s relationship to it. As a result, the assessor is left with virtually no questions. | The author satisfactorily contextualizes the artifact by locating it in Domain #2 of Danielson’s Framework for Teaching. The writer draws acceptable connections between the artifact and the competencies and understandings specified by the domain. Collectivity, the artifact and accompany narrative suggest that the author understands both the domain and the artifact’s relationship to it. As a result, the assessor is left with few, if any, questions. | The author attempts to contextualize the artifact by locating it in Domain #2 of Danielson’s Framework for Teaching, but the discussion is not always accurate or sufficiently developed. The artifact and accompanying written narrative demonstrate a developing understanding of the relationship between the artifact and the competencies and understandings specified by the domain, but the discussion is marred by some inaccuracies or misunderstandings. The reader is left with several questions. | The author’s contextualization of the artifact is unsatisfactory or non-existent. The reader is left with numerous questions about the nature of the relationship between the artifact and Domain #2. The author’s grasp of the competencies and understandings specified in the domain is marred by numerous inaccuracies. |
| **Domain 3: Instruction** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The author effectively contextualizes the artifact by locating it in Domain #3 of Danielson’s Framework for Teaching. In doing so, the writer skillfully draws connections between the artifact and the specific competencies and understandings specified by the domain. Both the artifact and the accompanying narrative suggest the author possesses a strong understanding of both the domain and the artifact’s relationship to it. As a result, the assessor is left with virtually no questions. | The author satisfactorily contextualizes the artifact by locating it in Domain #3 of Danielson’s Framework for Teaching. The writer draws acceptable connections between the artifact and the competencies and understandings specified by the domain. Collectivity, the artifact and accompany narrative suggest that the author understands both the domain and the artifact’s relationship to it. As a result, the assessor is left with few, if any, questions. | The author attempts to contextualize the artifact by locating it in Domain #3 of Danielson’s Framework for Teaching, but the discussion is not always accurate or sufficiently developed. The artifact and accompanying written narrative demonstrate a developing understanding of the relationship between the artifact and the competencies and understandings specified by the domain, but the discussion is marred by some inaccuracies or misunderstandings. The reader is left with several questions. | The author’s contextualization of the artifact is unsatisfactory or non-existent. The reader is left with numerous questions about the nature of the relationship between the artifact and Domain #3. The author’s grasp of the competencies and understandings specified in the domain is marred by numerous inaccuracies. |
| **Domain 4: Professional Responsibilities** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The author effectively contextualizes the artifact by locating it in Domain #4 of Danielson’s Framework for Teaching. In doing so, the writer skillfully draws connections between the artifact and the specific competencies and understandings specified by the domain. Both the artifact and the accompanying narrative suggest the author possesses a strong understanding of both the domain and the artifact’s relationship to it. As a result, the assessor is left with virtually no questions. | The author satisfactorily contextualizes the artifact by locating it in Domain #4 of Danielson’s Framework for Teaching. The writer draws acceptable connections between the artifact and the competencies and understandings specified by the domain. Collectivity, the artifact and accompany narrative suggest that the author understands both the domain and the artifact’s relationship to it. As a result, the assessor is left with few, if any, questions. | The author attempts to contextualize the artifact by locating it in Domain #4 of Danielson’s Framework for Teaching, but the discussion is not always accurate or sufficiently developed. The artifact and accompanying written narrative demonstrate a developing understanding of the relationship between the artifact and the competencies and understandings specified by the domain, but the discussion is marred by some inaccuracies or misunderstandings. The reader is left with several questions. | The author’s contextualization of the artifact is unsatisfactory or non-existent. The reader is left with numerous questions about the nature of the relationship between the artifact and Domain #4. The author’s grasp of the competencies and understandings specified in the domain is marred by numerous inaccuracies. |
| **Style and Conventions** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The author consistently writes in a voice and tone that are appropriate for the intended audience. The e-portfolio is virtually free of punctuation, spelling, and capitalization errors. | With only a few lapses, the author writes in a voice and tone that is appropriate for the intended audience. The e-portfolio contains only a few punctuation, spelling, or capitalization errors, and they do not interfere with meaning. | Voice and tone are not always appropriate for the intended audience. The e-portfolio is marred by numerous punctuation, spelling, or capitalization errors, some of which interfere with meaning. | Voice and tone are inappropriate for the intended audience. Frequent punctuation, spelling, or capitalization errors hinder communication. |
| **Organization and Structure** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The e-portfolio is thoughtfully organized. The aesthetic of the e-portfolio draws the readers in and makes them want to continue reading. The author embeds several photographs, illustrations, and other visual evidence, nearly all of which effectively demonstrate how the artifacts were taken up in the context of the classroom. | The e-portfolio is well organized, with the result that readers are left with few, if any, questions. The aesthetic of the e-portfolio is inviting. The author’s inclusion of photographs, illustrations, and other visual evidence satisfactorily demonstrates how the artifacts were taken up in the context of the classroom. | The organizational structure of the e-portfolio is sometimes ineffective, the result of which raises a number of questions. The author appears to have given some thought to the aesthetic of the e-portfolio, but it not always effective. The author includes some photographs, illustrations, and other visual evidence to demonstrate how the artifacts were taken up in the context of the classroom, but not always effectively. | The organizational structure of the e-portfolio is ineffective or inadequate, the result of which creates confusion and raises many questions. Little, if any, thought or attention appears to have been paid the overall aesthetic of the e-portfolio. |

1. *Indicate the relative places within the program where the assessments occur.*

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| **Assessment** | **Title** | **Course/s** | **Year of Study** | **Purpose** |
| Assessment 1 | Philosophy of Education Paper | CIED 1013/Revision in Assessment 6 | Fall Semester First Year/Freshman Year | To understand why students have chosen teaching as a career path |
| Assessment 2 | UA Teacher Candidate Disposition Inventory | All Pedagogy Courses | Each Semester for 8 Semesters | To collect evidence of students’ dispositional development for effective teaching; for admission, retention, success, and intervention if needed |
| Assessment 3 | Article Evaluation | SEED 4022  SEED 4063 | Fall and Spring Semesters Year Three/Junior Year | To develop content and pedagogical knowledge; to develop students’ ability to synthesize and evaluate research information |
| Assessment 4 | Lesson Plan | Methods Classes I & II  SEED 4203  SEED 4213  SEED 4103  SEED 4113  SEED 4443  SEED 4523 | Fall and Spring Semesters Year Four/Senior Year | To provide evidence of students’ development in designing and implementing instruction for all student learning; to examine their ability to self-assess the process of planning, implementing, and assessing a lesson |
| Assessment 5 | TESS Summative Evaluation | CIED 428v | Spring Semester Year Four/Senior Year | To provide feedback to students regarding their performance in the classroom |
| Assessment 6 | E-Folio | Methods Class II  SEED 4213  SEED 4113  SEED 4523 | Spring Semester Year Four/Senior Year | To document students’ understanding of Danielson’s Framework for Teaching |

*Explain how data from the assessments will be collected and used for program improvement.*

Data from program assessments will be collected via Taskstream submission, aggregated by cohort, and assessed for programmatic improvement. A programmatic goal of at least 80% of students achieving Meets or Exceeds Expectations will be used. In addition, a goal of at least 80% of students passing the Praxis content exams will also be evaluated. Students’ achievement of these evaluation thresholds will indicate that the program is effective in supporting students to achieve ADE competencies for initial teacher licensure in the content areas. The alignment of the assessments allows for correlations back to courses wherein the competencies are addressed. This correlation will be used for the enhancement of courses wherein students may not be meeting programmatic goals.

*g. Describe the field experiences (such as observations, practicums) and supervised clinical practice (student teaching, internships) required for candidates in the program including:*

*i. The amount of time (e.g., clock hours, weeks, etc.) that candidates are expected to participate in each of the experiences (A minimum of 12 weeks or 420 clock hours is required for supervised clinical practice; 6 months or approximately 216 clock hours for an administrator internship.);*

The following table shows, for each course, the settings and ADHE-required number of contact hours, lab hours, practicum hours, or clinical experience hours required for academic credit. Definitions of each level of experience are given below, and the experiences are sequenced across the degree program to build mastery with increasing levels of responsibility for students in classrooms with children. **Observation:** Students observe children and classrooms without directly interacting.

**Practicum A:** A beginning interaction experience, wherein students interact with children in classrooms or one-on-one, but are guided and coached throughout by supervising teachers.

**Practicum B:** A supervised service learning experience in a range of settings, including classrooms, with children in the community.

**Student Teaching:** A more advanced interaction experience, wherein students are coached in interactions with children, but have more responsibility and demonstrate leadership in the classroom and in learning opportunities with children.

**Internship:** Culminating experience wherein students hold primary responsibility in classroom settings for leading children’s experiences.

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| **Course** | **Setting** | **Observation** | **Practicum A** | **Practicum B** | **Student Teaching** | **Internship** |
| CIED 1013  Intro to Ed | Partner Schools | 10 hours |  |  |  |  |
| CIED 3033:  Classroom Learning Theory | Partner Schools |  | 12 hours |  |  |  |
| CIED: 4403  Understanding People of Other Cultures | Partner Schools |  |  | 15 hours |  |  |
| SEED 328v :Teaching Experiences--Student Teaching | Partner Schools |  |  |  | 144 hours |  |
| CIED 428v:Teaching Experiences--Internship | Partner Schools |  |  |  |  | 420 hours |
| \*Out of Area Placements | Local  Global |  |  | 4 weeks |  |  |

\*Students are provided an opportunity to observe in a number of alternative settings once they have successfully completed their 420 hours in their last semester. These include international, urban, high-needs, and alternative educational settings.

*ii. The settings in which the experiences will be accomplished (Candidates must have opportunities to interact with diverse student populations and across the entire grade of the license being sought.)*

Students are exposed to a number of school settings beginning with the observations in their freshmen year. All field experiences are coordinated with the Office of Teacher Education (OTE), who works with programs to provide students opportunities to interact with diverse populations. Students are placed in K-12 and 7-12 classrooms in different districts to assure students are in compliance with ADE rules. Once students complete their spring internship, they have the opportunity to apply for an “out of area” placement including international (Peru, Sweden, Belize) or local (Little Rock School District, KIPP Delta Public School, or Helena-West Helena Public School).

**6. Admission Requirements**

*a. Indicate requirements for admitting students into the program*.

i. An individual shall have earned a cumulative grade point average in non-remedial coursework of no less than 3.0 (4.0 scale).

ii. Passing scores on ETS Praxis Core or other state-approved assessments.

iii. Institutional criteria (e.g., letters of recommendation, demonstration of English proficiency, prerequisite coursework, etc.).

*c. Provide a summary of the admission procedures* (e.g., submit application, submit curriculum plan, teacher education admission committee )

**Requirements for Bachelor of Arts in Spanish Education**

Admission to the B.A.T. Program is competitive and consists of a three-stage process; simply meeting the minimum requirements will not guarantee admission to the program. Admission will be determined by the B.A.T. faculty based on the five items listed below in **Stage II**.

**Stage I: Pre-Admission Spanish Education (PSNED)**

**Complete all 46 hours of program pre-requisites for each content area.**

1. Obtain a GPA of 3.0 or better on UA coursework.
2. Complete all content and pedagogy courses with a grade of "C" or better.
3. Obtain a passing score on the Math, Reading, and Writing sections of the Praxis Core or ACT/SAT/GRE as defined by the Arkansas Department of Education.
4. Complete a background check.

**Stage II: Admission to the B.A.T. program**

 Admission to the Bachelor of Arts in Teaching program (B.A.T.) in the five content areas occurs the semester after the candidate has completed all pre-B.A.T. requirements including the first three courses in education - [CIED 1013](https://nextcatalog.uark.edu/search/?P=CIED%201013), [CIED 1003](https://nextcatalog.uark.edu/search/?P=CIED%201003), and [CIED 2173](https://nextcatalog.uark.edu/search/?P=CIED%202173) prior to a student's entering the individual Programs of Study the following fall term.   The B.A.T.  program is competitive  and meeting the minimum requirements does not guarantee admission to the program. Applications to the B.A.T.  program must be submitted by January 30.

The application process includes:

1. Students must complete the application to teacher education  (see the [Teacher Education Application Fee](http://teacher-education.uark.edu/admissions/index.php)) through the Teacher Education Office during spring semester of sophomore year. This includes completing and passing the criminal background check and also passing Praxis Core academic subjects test or equivalent tests by meeting or exceeding the Arkansas Department of Education cut-off scores.
2. Submission of B.A.T. application.
3. Submission of writing sample to content area faculty.
4. Submission of transcripts for all coursework.

\*Note: Another background check will be required prior to graduation in order to be eligible for licensure.

**Stage III: Requirements for Program Continuation and Internship**

1. Maintain a cumulative GPA of 3.0 or better.
2. All professional education courses and content courses must have a grade 'C' or better ( except SEED 328V below). No teaching methods courses may be taken as self-paced (correspondence) courses.

**Stage IV:  Requirements for Internship Semester (spring, senior year) and Program Completion**

All students in the BAT program must complete the following requirements prior to being admitted to the spring semester of their senior year.

1. Students must earn a 'B' or better in the fall semester, senior year SEED 328V practicum course.
2. Earn a cumulative GPA of 3.0 or better by the end of the fall semester, senior year. Students are not permitted to intern in the spring if the GPA requirement is not met.
3. Students must have taken the appropriate Praxis II - Content Knowledge exam to be admitted to the spring semester, senior year.
4. Candidate must complete a successful "internship admission interview" with B.A.T. faculty. Note these interviews are scheduled with all senior students during the fall semester.
5. Satisfactorily complete the internship/student teaching experience that has been approved by the Director of Field Placement.

All students seeking licensure in the State of Arkansas are subject to a criminal background check. Background checks can take up to six months to process; therefore, students are advised to complete and submit the forms to the proper authorities at least six months in advance of graduation (or six months prior to applying for a teaching license). Arkansas will not grant a teaching license to anyone who has been convicted of a felony.

**7. Retention procedures**

*a. Describe any mid-program benchmarks or transition points for evaluating candidates in the program. (At least one mid-point benchmark is required.)*

Licensure program candidates will be eligible to retain their candidacy by meeting the following retention requirements, evaluated at the completion of 90 hours: Maintain a 3.0 or above cumulative grade point average; successfully pass performance evaluations in all fieldwork experiences; and demonstrate successful completion of all criteria on the Dispositions Checklist.

*b. Describe any intervention strategies (e.g., advising, mentoring, tutoring, etc.) to be employed to assist candidates who struggle to succeed in the program.* *(The program is expected to have more than one strategy for assisting candidates.)*

The following intervention strategies will be employed to assist candidates who struggle to succeed in the program:

* Yearly review for all students who have yet to pass their first praxis exams, to prevent the need for intervention.
* Students submit transcripts, samples of their work, course plans, and requests for guidance. Faculty provide guidance on alignment of career goals with degree, GPA, course load, future course plan, and student work.
* Ongoing performance-based mentoring by faculty, including coaching in teacher-student interactions, advice about course planning (e.g., total credit hours, course combinations), dropping courses, non-traditional degree completion (e.g., summer registration, online courses), and leave to facilitate successful degree progress.
* Referral of student to sources of help aligned with his/her needs, including: tutoring; campus courses in time-management, study skills, or writing; counseling for personal issues; Center for Educational Access for learning exceptionalities; Office of Financial Aid for financial assistance; and Career Development Center for questions about life/career goals.
* As appropriate, the use of “intensive advising”, including adviser-initiated contact, email check-ups, and reminders of degree deadlines. If students fail to meet the requirement for licensure, they are still eligible to be majors in their respective content areas. Content area faculty have expressed interest in proposing Additional Majors programs for their areas. German already has this in place.

**8. Exit requirements**

*List program exit requirements (e.g., final assessments, research papers, performances, interviews, etc.)*

Candidates who have maintained eligibility status in the BAT program approved by ADE will be eligible to apply for the appropriate content area Teaching License. Those candidates who are eligible to apply will be cleared for application once they have provided evidence of the following: Successfully completed an exit interview with a panel of at least two faculty from the Secondary Education teaching faculty at the University of Arkansas Fayetteville and successfully submitted the final E-portfolio, comprised of evidence to meet the TESS Domains. In addition, teacher candidates must provide recommendations from supervising teachers, achieve passing scores on the summative TESS evaluations (2.5 and above) and successfully complete all coursework requirements. Evidence of dispostions is cumulative and must indicate that the teacher candidate has the dispositions needed to be an effective teacher

**9. Candidate Follow-Up Procedures**

*Describe the program’s plan for obtaining and reporting data from program graduates if different from other programs in the professional education unit.*

The BAT program will use the University of Arkansas’ existing professional education unit’s procedures for obtaining and reporting data from program graduates and the Employer Survey. Upon posting of the student's degree and receipt of all required materials, completed application packets are sent directly to the Arkansas Department of Education by the Office of Field Placement and Licensure. ADE will issue a teaching license to the applicant approximately two weeks after receipt of the appropriate documents. Applicants can look up the status of their teaching license in the Arkansas Educator Licensure System here: <http://www.arkansased.gov/divisions/human-resources-educatoreffectiveness-and-licensure/educator-licensure-unit/arkansas-educator-licensure-system-aels>.

Graduates will be asked to complete surveys during the next three years of in-service. The data will be used for program improvement and reporting for accreditation.

**10. Faculty**

*Provide a roster of all professional education faculty who teach or supervise candidates in the program, including adjunct faculty. The roster should indicate their academic preparation (highest degrees), professional experience, course assignment(s), and verification of TESS training (if applicable). Do not include general studies or content faculty. Note: IHE candidate supervision faculty and P-12 cooperating teachers in teacher preparation programs must be trained in the domains, components and elements of ADE’s Teacher Excellence Support System (TESS).*

|  |  |  |  |
| --- | --- | --- | --- |
| **Faculty** | **Professional Experience** | **Course Assignments**  **for B. A. T.** | **TESS Training** |
| Freddie Bowles, Ph.D. | 4 years of junior/senior high English,German, and Dance; 10 years ESL; 2 years EFL; 11th year at UA | CIED 4013 CIED 428v  SEED 4443 SEED 4523 | TESS Trained |
| Sean Connors, Ph.D. | 6 years high school English teacher; 9th year at UA | CIED 2173 SEED 4213 | TESS Trained |
| Jason Endacott, Ph.D. | 9 years of middle level social studies teaching experience; 7th year at UA | SEED 4103 CIED 428v | TESS Trained |
| Chris Goering, Ph.D. | NBCT; former high school English teacher; 11th year at UA | SEED 4063, CIED 428V, SEED 4203 | TESS Trained |
| Ginney Norton, Ph.D. | 5 years of middle level teaching in social studies, literacy, and science; 2nd year at UA | SEED 4022 CIED 428v  SEED 4113 | TESS Trained |

Faculty CVs

**Dr. Freddie Bowles**

Program Name: Bachelor of Arts in Teaching FRED, GRED, SNED

**1.** **Name**  Freddie A. Bowles

**2**. **Education**

2007 PhD: University of Arkansas Curriculum and Instruction

1. University of Arkansas MA German Language and Literature
2. State Teachers College of Arkansas (UCA) BA English

**3. Academic experience**

University of Arkansas, Associate Professor, Curriculum and Instruction, 2007-present, full time / University of Arkansas, Program Coordinator for Master of Arts in Teaching Education Secondary, 2015-present, full-time / University of Central Arkansas, Instructor II, Intensive English Program, WLAN 1994-2004 full time and Academic Advisor for College of Liberal Arts 2003-2004 part time / Szechenyi Istvan Technical College and Apaczi Csere Janos Teacher Training College, Györ, Hungary, Guest Lecturer, English as a Foreign Language, 1990-1992 full time

**4. Non-academic experience**

Dance Instructor, Northeast Arkansas, Little Rock, and Conway, AR. Pre-school-adult classes in ballet, tap, jazz, and adult exercise as an adjunct at various studios. I owned and operated my own studio for four years. I was a member of the UALR Dance Ensemble for two years. 1980-1999

**5.** **Certifications or professional registrations**

2017 *Proficiency Go!* Training in Proficiency-Based Language Classrooms; 1988-2010 Licensure inSecondary Education, English and German, State of Arkansas; 2006 Sheltered Instruction Observation Protocol (SIOP) Training; 2006-2010 Praxis III Assessor, State of Arkansas;1990 Certificate of German Language Proficiency, B2, Goethe Institute, 1978 Certification in Ballet and Jazz Dance, Southern Association of Dance Masters

**6.** **Current membership in professional organizations**

American Association of Teachers of German, American Council on the Teaching of Foreign Languages, Arkansas Foreign Language Teachers Association,Arkansas Teaching English to Speakers of Other Languages, Association of Teacher Educators, Central States Conference on Teaching Foreign Languages Advisory Council, Delta Kappa Gamma, Kappa Delta Pi, Partners with the America

**7.** **Honors and awards**

2016 Outstanding Service Award, University of Arkansas Department of Curriculum and Instruction: 2014 President’s Award, Association of Teacher Educators & Outstanding Teaching Award, University of Arkansas Department of Curriculum and Instruction; 2013 Educator of Excellence, Arkansas Foreign Language Teachers Association; 2012 Office of Nationally Competitive Awards, Faculty Gold Medal for COEHP, Office of Nationally Competitive Awards, NCATE Program Review: Awarded National Recognition for Foreign Language Education, Voted "Best of Arkansas" Presentation at the AFLTA

**8.** **Service**

2017 Program Co-chair, Southern Regional Association of Teacher Educators 64th Annual Conference (SRATE); Member UA Search Committee for Vice-Provost for Diversity and Inclusion; *ProficiencyGo!* Workshop Arkansas AFLTA Summer Academy; *Gen Z: Teaching without Borders*  CentroBolivian American (CBA), Santa Cruz, Bolivia. (Workshop); 2016-17 President, Arkansas Association of Teacher Educators; 2016 Three Workshops in Santa Cruz, Bolivia at CBA and Universidad Autónoma Gabriel René Moreno; 2016-2019 Chair, Membership and Development Committee, Association of Teacher Educators; 2015-2019 Member, UA ESL Committee; 2013-2015 Co-Chair for COEHP Symposium on Social Justice and Multiculturalism; 2013-2016 Association of Teacher Educators Board Member

**9**. **Courses**

CIED 5553: Social Justice and Multicultural Education, CIED 5543: Methods of Teaching Foreign Language K-12, CIED 5953 Second Language Assessment; CIED 5543: Structures of American English; CIED 5523: Instructional Practices in Foreign Language; CIED 4013: Capstone Course for Foreign Language Licensure; CIED 528v: Field Experiences Spring Immersion

**10.** **Publications:**

* Bowles, F.A., & Pearman, C. J. (2017). *Self-Efficacy in action:* *Tales from the classroom​ for teaching, learning, and professional development.* New York, NY: Rowman and Littlefield.
* Gregory, G.A., & Bowles, F. (2017). Decolonization, complete bilingualism, academic achievement, and national identity: Arguments for literacy in indigenous languages. *In J. Reyhner, J. Martin, L. Lockard, & W. S. Gilbert (Eds.) Honoring Our Teachers,* (99-115). Flagstaff, AZ: NAU College of Education Press.
* Zhang, Q., & Bowles, F. (2017). Promoting performance through arts integration in the elementary Chinese classroom, *In J. A. Foss (Ed.) 2017 Report of the Central States Conference on the Teaching of Foreign Languages,* (149-165). Richmond, VA: CSCTFL.
* Endacott, J., & Bowles, F. (2013). Avoiding the “It’s a small world” effect: A lesson plan to explore diversity. *Multicultural Education, 20* (2), 43-48.
* Gallavan, N. P., & Bowles, F. A. (2012). Learning, living, earning, giving: School/community gardening with young learners*.* *Social Studies and the Young Learner, 24*(3), 13-16.
* Bowles, F. A. (2012). Teaching Choctaw as a foreign language in a non-traditional setting: A challenge with high expectations and possibilities. *In B. Klug, (Ed.) Standing Together: Indigenous Educations as Culturally Responsive Pedagogy*, (201-222). New York, NY: Rowman & Littlefield.
* Bowles, F. A., & Gallavan, N. P. (2012). Easing teacher candidates toward cultural competence through the multicultural step out. In Boden, C. & Kippers, S. (Eds.), *Pathways to transformation: Learning in relationship (Innovative perspectives of higher education-research, theory, and practice)* (pp. 169-190). Charlotte, NC: Information Age Publishing.

**Presentations:**

* Bowles, F.A., Howlett, K., & Lincoln, F. (2017, August). *Infusing Multicultural Literature intoTeacher Education Courses*. Association of Teacher Educators, Pittsburgh, PA.
* Bowles, F. A. (2017, June). *Gen Z Students: Identity, Ideas, Interests.* 24th Convention on Teaching and Learning English. Santa Cruz, Bolivia.
* Bowles, F. A. (2017, March). *Who's doing the talking? Exploring instructional conversations for*
* *target language proficiency.* Central States Conference on the Teaching of Foreign Languages, Chicago, IL.
* Gallavan, N. P., Peace, T., Black, G., Bowles, F., Pearman, C., Lefever, S., Putney, L., Polka, W.S., Prather-Jones, Young, W., & Ward, E. (2016, February). *Teacher self-efficacy: Concepts and case studies to guide teacher candidates*. Association of Teacher Educators, Chicago, IL.
* Garcia Mont, A., & Bowles, F. (2015, October). *Northwest Arkansas: The nuevo south*. National Association of Multicultural Education, New Orleans, LA.
* Bowles, F., Johnson-Carter, C., & Smith, V. C. (2015, October). *Contemporary definitions,representations and realities: Social justice in a small southern state*. National Association of Multicultural Education, New Orleans, LA.
* Bowles, F., Carter, C.J., & Gist, C. (2015, February). *Critical narratives of culture, civility, and action in teacher education*. ATE Annual Conference, Phoenix, AZ.

**Dr. Sean Connors**

**Program Name:**  Bachelor of Arts in Teaching, EGED

**1. Name:** Sean P. Connors

2. **Education:** Ph.D., Language, Literacy, and Culture. Ohio State University. 2010.

**3. Academic experience:** University of Arkansas, associate professor, English education (2016-present); University of Arkansas, assistant professor, English education (2010-2016); Ohio State University, graduate assistant, 2004-2010); Coconino High School, English teacher (1999-2004); (Greyhills Academy High School, English teacher (1998-1999); Horseheads High School, English teacher (1993-1998).

**4. Non-academic experience.** None.

**5. Licensure:** New York State Teaching License, 7-12 ELA, (1992-present)

**6. Memberships:** National Council of Teachers of English; Conference on English Education; Children’s Literature Association.

**7. Honors and Awards:** Divergent Award for Excellence in 21st Century Literacies Research, 2018, Initiative for 21st Century Literacies Research, 2018; Outstanding Teaching Award, Department of Curriculum and Instruction, University of Arkansas, 2016; Outstanding Teaching Award, Department of Curriculum and Instruction, University of Arkansas, 2015; Outstanding Research Award, Department of Curriculum and Instruction, University of Arkansas, 2014; Innovative Teaching Award, College of Education and Health Professions, University of Arkansas, 2011; Outstanding Teaching Award, Department of Curriculum and Instruction, University of Arkansas, 2011; Golden Tusk, Division of Student Affairs, University of Arkansas, 2011.

**8. Service activities:** Co-Coordinator, English and Drama/Speech Licensure (2010-present); Assistant Department Chair, Curriculum and Instruction, University of Arkansas. (2017-present); Co-editor,Visible Teaching: Opening Doors as Resistance, *The English Journal,* Spring 2016, Editor*, SIGNAL Journal,* 2015-present; Member, Executive Board, Special Interest Network for Adolescent Literature, 2012- present; Chair, College Council, University of Arkansas, (2013-2014); Member, College Council (2011-2012); Member, One Book, One Community, University of Arkansas (2011-present).

**9. Courses Taught:** CIED 499v: The Hunger Games and YA Dystopian Fiction; CIED 5683: Young Adult Literature and Literary Theory; ENGL 2173: Literacy in America; CIED 5213: Issues and Trends in Literacy Instruction; CIED 5683: Young Adult Literature and Literary Theory ; CIED 6123: New Literacies Seminar.

**10.** **Books**

Connors, S. P. (Ed.). (2014). *The politics of Panem: Challenging Genres.* Rotterdam: Sense.

**Recent Articles and Book Chapters**

Connors, S. P. (forthcoming). An invitation to look deeper into the world: Using young adult fiction to

encourage youth civic engagement. *The ALAN Review.*

Connors, S. P. (forthcoming). **“**I have a kind of power I never knew I possessed”: Surveillance, agency,

and the possibility of resistance in YA dystopian fiction. *Study and Scrutiny: Research on Young*

*Adult Literature.*

Connors, S. P., & Trites, R. S. (forthcoming). *Legend*, exceptionalism, and genocidal logic: A

framework for reading neoliberalism in YA dystopias. *The ALAN Review.*

Botzakis, S., DeHart J. D., & Connors, S. P. (2017). Graphic text and visual literacies in reading

comprehension. In S. Israel (Ed.), *Handbook of research on reading comprehension* (2nd ed.)

(pp. 442-456). New York, NY: Routledge.

Connors, S. P. (2016). Designing meaning: A multimodal perspective on comics reading. In C. Hill

(Ed.), *Teaching comics through multiple lenses: Critical perspectives* (pp. 13-29). London:

Routledge.

Connors, S. P. (2017). The monstrous-feminine and gegemonic masculinity in Rick Yancey’s *The*

*Monstrumologist*. *Children’s Literature Association Quarterly, 42*(1), pp. 91-104.

Soter, A. O., & Connors, S. P. (2017). Language as a field of energy: A critical question for language

pedagogy. *Critical Questions in Education, 8*(1).

Connors, S. P. (2017). “A place thriving with history”: Reclaiming narratives about literacy in the

Arkansas Ozarks. *Journal of Adolescent & Adult Literacy, 60*(4), 443-451*.*

Connors, S.P. (2016). Becoming mockingjays: Encouraging student activism through the study of YA

dystopia.*The ALAN Review, 44*(1), 18-29*.*

Bengston, E., & Connors, S.P. (2016). Contrary socializations: Organizational influence on the teaching

approaches of two beginning teachers in an external threat environment. *Journal of School*

*Leadership, 26*(4), 607-632.

**Dr. Jason Endacott**

Program Name: Bachelor of Arts in Teaching SSED

**1. Faculty member’s full name:** Jason L. Endacott

**2. Education**

a. 2007 PhD: Teaching and Leadership, University of Kansas

b. 2001 MS: Curriculum and Instruction, University of Kansas

c. 1998 BS: Elementary Education, Kansas State University

**3. Academic experience**

a. University of Arkansas, Associate Professor, PhD & MEd program coordinator, (2011-Present)

b. Keene State College, Assistant Professor (2007-2011)

**4. Non-academic experience**

a. Endacott Lighting, Jack of All Trades, (1993-1998)

**5. Current membership in professional organizations**

a. American Educational Research Association

b. National Council for the Social Studies (NCSS)

c. College and University Faculty of NCSS

d. Arkansas Council for the Social Studies

**6. Honors and awards**

a. 2015 Significant Research Award – COEHP University of Arkansas

b. 2014 Rising Star Award – CIED University of Arkansas

c. 2013 University Educator of the Year – Arkansas Council for the Social Studies

**7. Service activities**

a. Program Coordinator – CIED Graduate Programs (2017-Present)

b. President – Arkansas Council for the Social Studies (2015-Present)

c. Search Committee Chair – SEED Clinical Assistant Professor (2015)

d. Chair - CIED Personnel Committee (2016-2017)

e. Member – UA All University Academic Integrity Board (2014-Present)

**8. Courses**

a. CIED 6133 Trends & Issues in Curriculum & Instruction

b. CIED 5243 Special Methods of Instruction I: Social Studies

c. CIED 5253 Special Methods of Instruction II: Social Studies

d. CIED 5273 Research in Curriculum and Instruction

e. CIED 6113 Trends and Issues in Social Studies Education

f. CIED 5313 Methods of Qualitative Research in Curriculum & Instruction

g. CIED 5033 Curriculum Concepts for Teachers

9. **Publications**

* Endacott, J.L., Goering, C.Z., Collet, V., Turner, R., Wright, G.P., Jennings-Davis, J., Denny, G. (2016). On the Frontline of CCSS Implementation: A National Study of Factors Influencing Teachers’ Perceptions of Teaching Conditions and Job Satisfaction. Cogent Education. 3. 1-25.
* Endacott, J.L. (2016). Using video stimulated recall to enhance preservice teacher reflection. The New Educator. 12(1). 28-47.
* Matlock, K., Goering, C.Z., Endacott, J.L., C.Z., Collet, V., Wright, G., Jennings-Davis, J. (2016). Teachers’ views of the Common Core State Standards and its implementation. Educational Review. 68(3). 291-305.
* Endacott, J.L., Wright, G., Goering, C.Z., Collet, V., Jennings-Davis, J., Denny, G. (2015). Robots teaching other little robots: Neoliberalism, CCSS, and teacher professionalism. Review of Education, Pedagogy, & Cultural Studies. 37(5). 414-437.
* Wright, G. & Endacott, J.L., (2015). Historical inquiry and the limits of the Common Core State Standards. Journal of Social Studies Research. XX(XX). X-XX.
* Endacott, J.L. & Pelekanos, C. (2014). Slaves, women and war! Engaging students in historical empathy for enduring understanding. The Social Studies. 106(1). 1-7.
* Endacott, J.L. & Sturtz J. (2014). Historical empathy and pedagogical reasoning. Journal of Social Studies Research. 39(1). 1-16.
* Endacott, J. L. (2014). Negotiating the process of historical empathy. Theory & Research in Social Education, 42(1), 1-31.
* Endacott, J.L. & Goering, C.Z. (2014). Reclaiming the conversation on education. English Journal 103(5), 89-92.

**Presentations**

Endacott, J.L. (2016) Historical Empathy and C3 Inquiry. Paper presented at the annual conference of the College and University Faculty of the National Council for the Social Studies, Washington, DC, December 2016.

Endacott, J.L. (2016) Making the Comfortable Uncomfortable: A Call for Subversive, Anti-Entropy Social Studies Teaching And Learning in Schools and Communities. College and University Faculty of the National Council for the Social Studies, Washington, DC, December 2016.

Historical Empathy and C3 Inquiry. Paper presented at the annual conference of the College and University Faculty of the National Council for the Social Studies, Washington, DC, December 2016.

Broome, J.P. & Endacott, J.L. (2016). “On the Matter of Black Lives”: Using CRT and C3 Inquiry to Examine Current Events. Book chapter presented at the annual conference of the National Council for the Social Studies, Washington, DC, December 2016.

Endacott, J.L. & Broome, J.P. (2016) Teachers’ Views on the “Lessons” of Ferguson. Paper presented at the American Educational Research Association annual conference. Washington, DC, April 2016.

**Dr. Chris Goering**

**Program Name:**  Bachelor of Arts in Teaching, EGED

**1. Name:** Christian Z. Goering

**2. Education:** Ph.D., Curriculum & Instruction, Kansas State University, 2007

**3. Academic experience** – University of Arkansas, associate professor, English education (2012-present); University of Arkansas, assistant professor, English education (2007-2012); Kansas State University, graduate teaching assistant, (2005-2007), Washburn Rural High School, English teacher, (2000-2005).

**4. Non-academic experience:** Discovery Furniture, Weekend Warehouse Manager (2002-2004); Ray Anderson Inc., delivery driver/warehouse for Pella Windows (1999); Bottom Dollar Office Supply, warehouse, delivery (1998-1999); USD 254, inside outside summer maintenance (1996-1998).

**5. Licensure:** National Board Certification for Teachers, English Language Arts, Adolescence and Young Adulthood, 2006-2026; 2000-2019 Kansas Teaching License, 7-12 ELA

**6. Memberships:** National Council of Teachers of English, Conference on English Education, National Writing Project, Literacy Research Association

**7. Awards:** Outstanding Research Award, CIED, 2017; Fellow, UA Teaching Academy, 2016; Super Service Award, CIED 2015; Superior Service Award, COEHP, 2015

**8. Service:** Co-Editor, Speaking Truth to Power Column, *English Journal;* Director, Northwest Arkansas Writing Project; Faculty Director, Center for Children & Youth; Conference on English Education Executive Committee, 2016-2020; Chair, COEHP College Council; CIED Promotion and Tenure Committee, 2016-2017; Co-Coordinator, English and Drama/Speech Licensure

**9. Courses**: CIED 5203: ELA Methods 1, CIED 528V: Internship Supervision; CIED 5843: Representations of American Education in Film, CIED 5223: Disciplinary Literacies; CIED 694V:

**10. Publications:**

**BOOKS**

Johnson, L. & Goering, C.Z. (Eds.) (in press, 2016). *Recontextualized: A framework for teaching English with music.* Rotterdam: Sense Publishers.

Jolliffe, D.A., Goering, C.Z., Anderson, J.A., & Jones, K. *The Arkansas Delta Oral History Project: Culture, place, and authenticity* (in press, 2016). Syracuse University Press.

**RECENT ARTICLES/CHAPTERS**

Witte, S. & Goering, C. Z. (2017). Advocacy, humanity, and hope in the face of an education world gone wrong. In Heidi L. Hallman (Ed.) *Innovations in English Language Arts Teacher Education* (pp. 41-60). London, U.K.: Emerald Press.

Goering, C. Z. & Witte, S. (2017). ‘Good’ teacher as predator: Crossing the double yellow lines in *Blue Car.* In Mary M. Dalton & Laura R. Linder (Eds.) *Screen lessons: What I have learned from teachers on television and in the movies* (pp. 115-122)*.* New York, NY: Peter Lang

Holland, N., Wright, G., & Goering, C. Z. (2016). Rooting professional development in student writing: Three practices to support collaborative formative assessment. *Journal of Staff Development.*

Dean, J., Goering, C.Z. & Nutt, T., (2016). Motivating dialogue: When seventh graders own their learning through discourse analysis. *Voices from the Middle, 23*(4), 19-24.

Goering, C. Z. & Strayhorn, N. (2016). Beyond enhancement: Teaching English through musical arts integration. *English Journal, 105*(5), 29-34.

Endacott, J., Collet, V., Goering, C.Z., Turner, R.C., Denny, G.S., Wright, G., Jennings-Davis, J. (2016). On the frontline of CCSS implementation: A national study of factors influencing teachers’ perceptions of teaching conditions and job satisfaction*. Cogent Education.* DOI: 10.1080/2331186X.2016.1162997

Goering, C.Z., Witte, S., Jennings-Davis, J., Ward, P., Flammang, B., & Gerhardson, A., (2015). The ‘Hollywoodization’ of education reform in *Won’t Back Down*. *Journal of Curriculum & Pedagogy, 12*(3), 205-222.DOI: 10.1080/15505170.2015.1067658

Endacott, J.L., & Goering, C. Z. (2015). Assign letter grades to public schools? The danger of the single performance indicator. *Teachers College Record.* Retrieved from: *http://www.tcrecord.org/Content.asp?ContentID=18834*

Matlock, K.L., Goering, C.Z., Endacott, J., Collet, V., Denny, G.S., Jennings-Davis, J., & Wright, G. (2015). Analysis of teacher’s views of the Common Core State Standards and its implementation. *Educational Review.* DOI: 10.1080/00131911.2015.1070333

Holland, N. & Goering, C.Z. (2015). Structure Speaks: User-Centered Design and Professional Development. *Teaching/Writing: Journal of Writing Teacher Education, 4*(1), 48-63. Retrieved from: http://scholarworks.wmich.edu/wte/vol4/iss1/3

Goering, C. Z. & Wei, H. (2014). Playback and feedback: Revelations of an “Encoding, Decoding” analysis of popular songs used in teaching English in China. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 87*(6), 270-277.

Endacott, J. & Goering, C.Z. (2014). Reclaiming the conversation on education. *English Journal, 103*(5), 89-92.

Goering, C.Z., Holland, N., & Connors, S.P. (2015). Anchoring the teaching of argumentative writing units with young adult literature. In J. A. Hayn, J. S. Kaplan, A. L. Nolen, and H. Olvey (Eds.) *Teaching Young Adult Literature: Integrating, Implementing, and Re-Imagining the Common Core.* (pp. 68-77)Lanham, MD: Rowman & Littlefield.

Endacott, J., Goering, C. Z., O’Brien, J. E. (2015). Aesthetic reading and historical empathy: Humanizing approaches to “Letter from Birmingham Jail.” In P. L. Thomas, P. R. Carr, J. Gorlewski, and B. Porfilio (Eds.) *Pedagogies of Kindness and Respect: On the Lives and Education of Children.* (pp. 145-158) New York, NY: Peter Lang.

**Dr. Ginney Norton**

**Program Name: Bachelor of Arts in Teaching SSED**

**1. Faculty name**: Ginney Norton

**2. Education**

2016 Ph.D.: University of Arkansas Curriculum and Instruction

2011 M.Ed.: University of Arkansas Educational Leadership

2005 BS: Missouri Southern State University Education

**3. Academic experience**

University of Arkansas, Assistant Professor, Curriculum and Instruction, Field Experience Coordinator, 2016-present, full time

University of Arkansas, Graduate Assistant/Fellow, Curriculum and Instruction, 2011-2016

Missouri Southern State University, Assistant to the Dean of Business, 2003-2005

**4. Non-academic experience**

Ruth Barker Middle School, Middle School Teacher, I taught Social Studies all 5 years, year four I taught Literacy and Social Studies, Year 5 Science and Social Studies, 2006-2011

Best Buy, Supervisor, I was responsible for the Digital Imaging Department, then of Customer Service, 1998-2002

**5. Certifications or professional registrations**

2005 Certified in Pre-K-4, and 4-8 all content areass

2011 Certified in Administration K-8

**6. Current membership in professional organizations**

College and University Faculty Association (CUFA), National Council of Social Studies (NCSS), American Association of University Women (AAUW), American Educational Research Association (AERA)

**7. Honors and awards**

2014 Outstanding PhD Student Award, University of Arkansas Department of Curriculum and Instruction:

2009 Teacher of the Year Runner Up

**8. Service activities**

2017 UTEB Committee, 2017, Gender Studies Steering Committee, 2017, Academic and Integrity

Board Alternate, 2017 Personnel Committee, 2016 Gender Studies Steering Committee, 2016 Academic

Integrity Board, Spring 2016 UTEB (as a Graduate Student), 2016 CRWP Liaison, 2014 ERZ Adopt a

Classroom

**9. Courses**

CIED 528v: Field Experiences Spring Immersion, CIED 528v Field Experiences Fall, CIED 5022 Classroom Management, CIED 5333 Curriculum Theory, EDST 3223 American Educational History, GNST 2003 Intro to Gender Studies, CIED 5063 Literacies in Education, EDST 3203 Multicultural Education Issues, CIED 5232 Interdisciplinary Studies,

**10. Publications**

* Norton, G.P. (2017). Classroom strategies for reducing gender inequities in history. In E.L. Brown & G. Zong (Eds), *Gender Equity in the 21st Century.*
* Norton, G. (2016). *Verbing History: A Textualist Approach to Gendered Politics in US history*
* *Curriculum* (Doctoral dissertation, University of Arkansas).
* Holland, N., Wright, G.P., & Goering, C.Z. (2016). What student writing can teach us about teaching. *The Journal of Staff Development, 37*(4), 40-43.
* Wright, G. P. & Endacott, J. (2015, In Press, Corrected proof) Historical Inquiry and the Limitations of CCSS. *The Journal of Social Studies Research.*
* Endacott, J., Wright, G., Goering, C.Z., Collet, V., Jennings-Davis, J., Denny, G. (2015). Robots teaching other little robots: Neoliberalism, CCSS, and teacher professionalism. *Review of* *Education Pedagogy & Cultural Studies, 37*(5), 414-437.

**Conference Presentations and Workshops**

* Holland, N. & Wright, G.P. Playing with Argument Writing. ARtful Teaching Conference, Annual Conference, April 2016
* Wright, G.P. *Gender as a Category of Historical Analysis*. College & University Faculty Assembly National Conference, November 2015.
* Wright, G.P. *Teaching Political Cartoons Using Dr. Seuss*. National Council of Social Studies, Annual Conference, November, 2015
* Wright, G.P. *Talking About Race in the Social Studies Classroom.* Arkansas Curriculum Conference, Annual Conference, October, 2015.
* Wright, G.P. *Classroom Strategies for Reducing Gender Inequities in History*. College & University Faculty Assembly National Conference, November 2013
* Wright, G.P., *The Holocaust: Connecting Children of the Past to Children of Today*. National Council for the Social Studies Annual Conference, November 2012

**11. Institutional resources dedicated to program support**

*a. Describe the available resources (human, fiscal, physical) to support the program, including any specific or special needs that are essential to the program (e.g., laboratory; special equipment or technology; etc.).*

The Program Coordinator of Secondary Education, serving at the pleasure of the Department Head of Curriculum & Instruction, will facilitate the implementation of the program in concert with the involved faculty, the Office of Teacher Education, the College of Education & Health Professions, and the Fulbright College of Arts and Sciences. Additional resources for student success will be provided by the Professional Advisors in the College of Education & Health Professions and the Quality Writing Center in the Fulbright College of Arts and Sciences. No additional human, fiscal,or physical resources are needed to implement the program at this time.

*b. If any courses or academic support services will be provided by other institutions or organizations, include a copy of a signed Memorandum of Understanding (MOU) that outlines the responsibilities of each party and indicates the effective dates.*

No courses or support services will be provided by other institutions or organizations.

**12. Implementation Plan**

*a. Describe how the program will be implemented.*

All faculty and coursework needed for program implementation are in place. BAT faculty and general pedagogy faculty along with the Content Area faculty in the College of Arts and Sciences at the University of Arkansas are working closely together to implement the program. Pending approval for implementation in Fall 2018, faculty have in place plans to interact with the 2018-19 Freshman class by attending orientation and working with the Office of Teacher Education to identify students who express an interest in teaching as a career. Faculty will also meet with advisors in the College of Arts and Sciences and in the College of Education and Health Professions to answer questions about advising.

*b. If a current program is being phased out to be replaced with the proposed new program, then indicate how students in the current program will be accommodated*. **Not Applicable**

**Appendix A: 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 |

**Appendix B: Curriculum Matrices**

Matrix For Arkansas Teacher Standards

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **UA Bachelor of Arts in Teaching** | **Course Alignment with Arkansas Teaching Standards** | | | | | | | | | | | | | | | | |
| CIED 1013 | CIED 1003 | CIED 2173 | EDST 3223 | CIED 3033 | CIED 4403 | CIED 4023 | CIED 428v | SEED 4022 | SEED 4063 | SEED 4203 | SEED 4213 | SEED 4103 | SEED 4113 | SEED 4443 | SEED 4523 | SEED 328v |
| **Standard #1 Learner Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CIED 428v |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 (a) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (b) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (c) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 (d) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (e) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (f) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (g) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 (h) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (i) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (j) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (k) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| **Standard #2 Learning Differences** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 (a) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (b) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (c) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (d) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (e) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (f) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 (g) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (h) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (i) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (j) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (k) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 (l) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (m) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (n) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (o) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| **Standard #3 Learning Environments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 (a) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (b) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (c) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (d) | x | x | x |  | x | x | x | x | x | x |  |  |  |  |  |  | x |
| 3 (e) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (f ) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (g) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (h) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 (i) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (j) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (k) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (l) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (m) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 (n) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (o) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (p) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (q) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (r) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| **Standard #4 Content Knowledge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 (a) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (b) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (c) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (d) |  |  |  |  | x |  | x | x |  |  | x | x | x |  |  |  |  |
| 4 (e) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (f) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (g) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (h) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (i) |  |  |  |  | x |  | x | x |  |  | x | x | x |  |  |  |  |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 (j) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4(k) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (l) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (m) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (n) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 (o) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (p) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (q) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (r) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| **Standard #5 Application of Content** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 (a) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (b) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (c) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (d) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (e) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (f) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (g) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (h) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 (i) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (j) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (k) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (l) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (m) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (n) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (o) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (p) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 (q) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (r) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (s) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| **Standard #6 Assessment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 (a) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (b) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (c) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (d) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (e) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (f) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (g) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (h) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (i) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 (j) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (k) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (l) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (m) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (n) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (o) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (p) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 (q) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (r) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (s) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (t) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (u) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (v) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| **Standard #7 Planning for Instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 (a) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* | x | x |
| 7 (b) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* | x | x |
| 7 (c) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* | x | x |
| 7 (d) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* | x | x |
| 7 (e) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (f) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |
| 7 (g) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (h) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (i) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  |  |
| 7 (j) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (k) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (l) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (m) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |
| 7 (n) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (o) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (p) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (q) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| **Standard # 8 Instructional Strategies** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 (a) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* |  | *x* |
| 8 (b) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* |  | *x* |
| 8 (c) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* |  | *x* |
| 8 (d) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* |  | *x* |
| 8 (e) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (f) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (g) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (h) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (i) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 (j) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (k) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (l) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (m) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (n) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (o) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 (p) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (q) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (r) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (s) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| **Standard #9 Professional Learning and Ethical Practice** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 (a) | *x* |  | *x* | *x* | *x* | *x* |  | *x* | *x* | *x* | *x* |  |  |  | *x* | *x* | *x* |
| 9 (b) | *x* |  | *x* | *x* | *x* | *x* |  | *x* | *x* | *x* | *x* |  |  |  | *x* | *x* | *x* |
| 9 (c) | *x* |  | *x* | *x* | *x* | *x* |  | *x* | *x* | *x* | *x* |  |  |  | *x* | *x* | *x* |
| 9 (d) | *x* |  | *x* | *x* | *x* | *x* |  | *x* | *x* | *x* | *x* |  |  |  | *x* | *x* | *x* |
| 9 (e) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (f) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 (g) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (h) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (i) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (j) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (k) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 (l) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (m) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (n) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (o) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| **Standard #10: Leadership and Collaboration** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 (a) | *x* |  | *x* | *x* |  | *x* |  | *x* |  |  | *x* |  |  |  | *x* | *x* | *x* |
| 10 (b) | *x* |  | *x* | *x* |  | *x* |  | *x* |  |  | *x* |  |  |  | *x* | *x* | *x* |
| 10 (c) | *x* |  | *x* | *x* |  | *x* |  | *x* |  |  | *x* |  |  |  | *x* | *x* | *x* |
| 10 (d) | *x* |  | *x* | *x* |  | *x* |  | *x* |  |  | *x* |  |  |  | *x* | *x* | *x* |
| 10 (e) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (f) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (g) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (h) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (i) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (j) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (k) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 (l) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (m) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (n) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (o) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 (p) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (q) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (r) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (s) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |

**Matrix for TESS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **B.A.T** | **Course Alignment with Teacher Excellence and Support System** | | | | | | | | | | | | |  |  |  |  |
|  | CIED 1013 | CIED 1003 | CIED 2173 | EDST 3223 | CIED 3033 | CIED 4403 | CIED 4023 | CIED 428v | SEED 4022 | SEED 4063 | SEED 4203 | SEED 4213 | SEED 4103 | SEED 4113 | SEED 4443 | SEED 4523 | SEED 328v |
| **Section I: Framework for Teaching** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CIED 428v |
| **Domain 1: Planning and Preparation** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.a | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| 1.b | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| 1.c | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| 1.d | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| 1.e | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| 1.f | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| **Domain 2: The Classroom Environment** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.a |  | x |  |  | x |  | x | x | x |  | x | x | x | x | x | x | x |
| 2.b |  | x |  |  | x |  | x | x | x |  | x | x | x | x | x | x | x |
| 2.c |  | x |  |  | x |  | x | x | x |  | x | x | x | x | x | x | x |
| 2.d |  | x |  |  | x |  | x | x | x |  | x | x | x | x | x | x | x |
| 2.e |  | x |  |  | x |  | x | x | x |  | x | x | x | x | x | x | x |
| **Domain 3: Instruction** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.a | x | x |  |  | x | x | x | x |  | x | x | x | x | x | x | x | x |
| 3.b | x | x |  |  | x | x | x | x |  | x | x | x | x | x | x | x | x |
| 3.c | x | x |  |  | x | x | x | x |  | x | x | x | x | x | x | x | x |
| 3.d | x | x |  |  | x | x | x | x |  | x | x | x | x | x | x | x | x |
| 3.e | x | x |  |  | x | x | x | x |  | x | x | x | x | x | x | x | x |
| **Domain 4: Professional Responsibilities** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.a | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| 4.b | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| 4.c | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| 4.d | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| 4.e | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| 4.f | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| **Section II: Law and Process** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1. TESS Objectives** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | x |
| 1.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 1.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 1.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 1.5 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 1.6 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **2. TESS Teacher Requirements** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 2.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 2.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **3. Framework for Teaching Design** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 3.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 3.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 3.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **4. TESS Evidence Collection** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 4.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 4.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 4.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 4.5 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 4.6 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **5. TESS Rubric Formula** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **6. Arkansas TESS Teacher Tracks** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 6.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 6.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 6.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **7. Professional Growth Plan** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 7.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 7.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 7.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **8. Mentor Process** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 8.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 8.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 8.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | x |

**Matrix for ADE Competencies: Spanish Education**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Foreign Language, Grades K-12** | **Course Alignment with ADE Content Competencies** | | | | | | | | | | | | | | | |
| **SPANISH** | SPAN 2013 | SPAN 3003 | SPAN 3103 | SPAN 3033 | SPAN 3113 | SPAN 4003 | SPAN 4133 | SPAN 4263 | SPAN 4103 | SPAN 4223 | SPAN 4113 |  | CIED 4013 | SEED 4203 | SEED 4523 | CIED 428v |
| **1. Language Acquisition and Knowledge of Student Needs** |  | SPAN 3123 |  |  |  | SPAN 4123 |  |  |  |  |  |  |  |  |  |  |
| 1.1 |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x | x |
| 1.2 |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x | x |
| **2. Planning and Instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1 |  |  |  |  |  |  |  |  |  |  |  |  | x | 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 | x |
| 3.2 |  |  |  | x |  | x |  | x |  |  |  |  | x | x | x | x |
| 3.3 |  |  |  |  |  | x | x | x | x | x | x |  | x | x | x | x |
| **4. Cultures, Linguistics, Literatures, and Concepts from Other Disciplines** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.1 |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x | x |
| 4.2 |  |  |  |  |  | x |  |  |  |  |  |  | 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 | x |
| 5.2 |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x | x |
| 5.3 |  |  |  |  |  |  |  |  |  |  |  |  | x | 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** | CIED 4063 | EDST 3223 | COMM 1023 | ENGL 1013 | ENGL 1023 |  |  |  |  |  |  |  |  |  |  |  |
| 7.1 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.2 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.3 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.4 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.5 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.6 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.7 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.8 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.9 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.10 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.11 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.12 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.13 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.14 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.15 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.16 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.17 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.18 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.19 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.2 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.21 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.22 |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.23 |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.24 |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.25 |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.26 |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.27 |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.28 |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.29 |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.30 |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.31 |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.32 |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.33 |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |

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

*Pedagogy Courses: 40 hours*

**CIED 1003. 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 1003: 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 1013. Introduction to Education (Sp, Fa). 3 Hours.**

Integrates psychological, sociological, and philosophical foundations of education with concurrent involvement in field experiences. Encourages prospective teachers to become reflective practitioners by emphasizing organization of school systems, planning and implementation of effective classroom environments, development of teaching styles, and new directions in education. An 18-hour early field experience designed to give prospective teachers opportunities to observe and participate in a variety of school settings is incorporated in this introductory course to education.

Syllabus

**INTRODUCTION TO EDUCATION**   
  
CIED 1013: Introduction to Education: Lecture and Practicum  
University of Arkansas College of Education and Health Professions  
Department of Curriculum and Instruction  
Class Dates and Times:  
@TeachEd\_UA

Instructor: Jennifer Beasley, Ed.D. Email: [jgbeasle@uark.edu](mailto:jgbeasle@uark.edu)  
Phone: (office) 479-575-6195 (cell) 479-856-2535 Office Hours: Mondays 1-3:00pm  
REMIND Class Code: @cied10

1. **COURSE DESCRIPTION**: Introduction to Education: Lecture integrates psychological, sociological, and philosophical foundations of education with concurrent involvement in field experiences. It encourages prospective teachers to become reflective practitioners by emphasizing 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 field experience designed to give prospective teachers an opportunity to observe and to 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 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, and six hours come from alternative settings as explained under “Additional Observations” of this syllabus.

**REQUIRED TEXTBOOK:** THOSE WHO CAN, TEACH by Ryan & Cooper, 14th Edition, 2015, Cengage Learning (Belmont, California): ***MindTAP printed access code*** (MindTAP with ebook ISBN 9781305507630 or MindTAP bundle with looseleaf textbook ISBN 9781305622913)

1. **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.
2. **COMPETENCIES:** Upon completion of CIED 1013, students will be able to:
3. Describe the teaching/learning process based on observations and limited participation. (InTASC 1, 2, 3/ TESS DOMAIN 1)
4. Recognize the practical applications of philosophical concepts in the classroom. (InTASC 1, 9)
5. Reflect on personal experiences within education and recognize how personal experiences influence perceptions of education. (InTASC 9/ TESS DOMAIN 4)
6. Delineate the predominant issues and social trends confronting contemporary education and the educational profession, including diversity and multiculturalism. (InTASC 3, 9, 10/ TESS DOMAINS 1, 4)
7. Discuss teaching as a profession, including professional ethnics. (InTASC 9, 10/ TESS DOMAIN 4)
8. Identify major historical events and persons who have influenced the progression and development of American education.
9. Differentiate the various educational philosophies that undergird educational practice.
10. Explain how educational philosophies influence the choice of curriculum and classroom instructional practices, including the utilization of technology in instruction.
11. Develop a personal philosophy concerning teaching and learning. (InTASC 9, 10/ TESS DOMAIN 4)
12. Reflect on personal experiences within education and recognize their influence on one’s perception of education.
13. 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/ TESS DOMAIN 1)
14. Discuss teaching as a profession, including professional ethics. (InTASC 9, 10/ TESS DOMAIN 4)
15. Descibe the role of the law in education with an emphasis on the rights and responsibilities of teachers and learners. (InTASC 9/ TESS DOMAIN 4)
16. Analyze the impact of recent research and selected trends upon current and future practices of educators. (InTASC 4, 5/ TESS DOMAIN 3)
17. **COURSE REQUIREMENTS:**
18. READINGS: Students are required to purchase MindTAP, and readings assigned from the textbook and other sources, including electronic sources, must be read prior to the class ssession in which the readings will be discussed.
19. ARTICLE CRITIQUES: This requirement involves reading and critiquing three 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), not including pages that are filled with graphics or pictures. 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.
20. PERSONAL PHILOSOPHY PAPER: Each student will write a formal position paper 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. In addition, in developing the framework for a personal philosophy, the following guiding questions should be addressed:
21. Which philosophy/philosophies of education seem most in line with my own beliefs?
22. Based on my educational philosophy, what do I hope to achieve as a teacher?
23. What events or people have influenced my beliefs about education?
24. What will the learning environment of my classroom look like, based on my philosophy?
25. What historical perspectives also support my philosophical ideas about education? What current research? What of my personal experiences?

\*Other important ideas or questions discussed in class or that are based on personal experiences can be included in the framing of a personal philosophy. It is highly recommended that each student carefully consider the rubric that will be used to grade the personal philosophy papers in order to comply with the standards set for this assignment.

Additional Assignments

1. One Group Project/Final
2. Weekly Quizzes
3. Membership to Educators Rising
4. Attendance

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

**V: GRADING**

1. Article Critiques: 3 assigned at 35 points each
2. Group Project/Final: 30 points
3. Philosophy Paper: 100 points
4. Weekly Quizzes: 10 or more at 10 points each
5. Attendance at the four scheduled observations in area schools= 120 points
6. Notes from the four scheduled observations in area schools = 120 points
7. Completed document identifying where/when the six flexible hours of observation occurred = 60 points
8. Typed reflection based on observation experiences for 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.

**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>. The APA guidelines for citations can be found online through OWL at :http://owl.english.purdue.edu/

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

**VIII. 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 points. Furthermore, more than one unexcused absence will result in a 10-point 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 observation days:

1. If you cannot attend a scheduled observation, 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.
2. 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 OBSERVATION.

1. Notes and reflection papers are due to be turned in and are always due at the very next class.

Makeup Policies: 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.

**IX: STUDENTS WITH DISABILITIES**

Students who have difficulty with learning tasks or with physical issues should contact the Center for Educational Access at: <http://www.uark.edu/ua/csd/>. The Americans with Disabilities Act (ADA) is a federal antidiscrimination 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. Moreover, the 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).

**X. 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 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.**

**XI. INFORMATION ON THE ADDITIONAL 6 OBSERVATION HOURS**

1. In addition to the observations at the two public schools, 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 and are to write a two page reflection summary regarding these additional observations. The reflection summary should focus on what was learned during these observations that occurred outside of the regularly scheduled observations.
2. 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 In Service Meeting.
3. The types of observation choices are listed below. 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. Lunch room/playgound\*

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)
8. **PROFESSIONALISM**:
9. While observing schools, CIED 1013 students are to engage in professonial 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.
10. 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 FLIP-FLOPS, NO SEE-THROUGH CLOTHING, NO DRESSES, NO TIGHTS WITH SWEATERS, NO LOW-CUT TOPS, NO TIGHT FORM-FITTING PANTS.
11. STUDENTS WITH MULTIPLE BODY PIERCINGS MAY BE ASKED TO REMOVE SOME OF THEIR JEWELRY. TATTOOS MAY NEED TO BE COVERED.
12. NO GUM CHEWING DURING THE OBSERVATIONS AND NO EATING OR DRINKING.
13. SO, WHAT IS ALLOWED? DRESS SLACKS, KHAKI PANTS, DRESS SANDALS OR SHOES, PROFESSIONAL LOOKING DRESS SHIRTS/TOPS
14. IT DOES NOT MATTER WHAT YOU SEE TEACHERS IN THE HOST SCHOOL WEARING, PLEASE ABIDE BY THE GUIDELINES.
15. ALL PUBLIC SCHOOLS ARE TOBACCO-FREE/DRUG FREE/WEAPON FREE ZONES AND THIS INCLUDES ALL SCHOOL PROPERTY, EVEN THE PARKING LOT!!!!!
16. BE AWARE OF YOUR LANGUAGE (including grammar and use of appropriate language).
17. **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.**
18. Students who need to vary from the allowed apparel due to religious reasons may make special arrangements with the instructor.

**CLASS SCHEDULE (Monday Class)**

|  |  |
| --- | --- |
| **DATE** | **TOPICS/ASSIGNMENTS** |
| August 21 (1) | Welcome to UARK - Intro to Education and the practicum program expectations Introduction to Course – Introduce and review syllabus. Assign **Chapt. 1**. Organize Carpools. Introduce concept of Article Critiques. Assign questions p. xxi, why I want to be a teacher, due on the 29th.  READ: Chapter 1 HOMEWORK: Quiz 1 |
| August 28 (2) | What is School For? - Purposes of education (and what happens if we fail!) Do get acquainted activity “its all about me”. Review Practicum guidelines. Update carpools. Assign **chapters 2 & 3**. Next week is Labor Day!  READ: Chapter 2 WATCH: Video Response assignment HOMEWORK: Chpt 2 + Video response |
| September 4 (3) | Labor Day – Class |
| September 11 (4) | 1st observation at Greenland Elementary School  READ: Chapter 3 HOMEWORK: Chapter 3 Quiz, Notes and Reflections from observations are due next week. |
| September 18 (5) | Who are Today's Students? - Changing demographics and diversification in the classroom, inclusivist educational practices. Back on Campus! Complete preparations for writing 1st critiques/ class trip to Mullins.  READ:  HOMEWORK: 1st Article Critique. |
| September 25 (6) | 2nd Observation at Greenland Elementary School. Notes/reflection from last week are due.  HOMEWORK: Notes and Reflections from observation are due next week. |
| Oct 2 (7) | Risk Factors - Generic risk factors, teaching in the low socioeconomic school district and poverty-specific risk factors. 1st Article Critique is due. Class discussion on diversity. Notes/reflection from 9-25 are due today.  READ: Chapter 4 WATCH: Social Emotional Development Video Response HOMEWORK: Chpt 4 Quiz |
| October 9 (8) | Philosophy of Education - B.F. Skinner.  Behaviorist philosophy vs. behavioristic methodology in the classroom & classroom management. SECOND ARTICLE Critique Assigned for Oct 23.  READ: Chapter 5 & 6 WATCH: Choose from 1 of 3 videos on literacy HOMEWORK: Chapter 5 & 6 Quiz; 2nd Article Review Due October 23 |
| October 16 (9) | FALL BREAK On Oct 16-Monday and Oct 17-Tuesday |
| October 23 (10) | SECOND ROTATION begins. Observe at Springdale High School. SECOND ARTICLE CRITIQUE DUE TODAY AND WILL SERVE AS THE MIDTERM!  HOMEWORK: Notes and Reflections from observations are due next week; Third article review |
| October 30 (11) | 2nd observation at Springdale High School. Notes/reflection from 10-26-15 due today.  THIRD ARTICLE CRITIQUE DUE TODAY! Assign **Chapter 9**  READ: Chapter 9 HOMEWORK: Quiz, Chapter 9; Notes and Reflections from observation are due next week. |
| November 6 (12) | Philosophy of Education - John Dewey.  Progressive education, school & social change, democracy in the classroom, pragmatic (activity-based) education. BACK ON CAMPUS! Lecture/discussion of Personal Educational Philosophy/ steps to preparing a philosophy.  HOMEWORK: Choice in Education, Focus Assignment |
| November 13 (13) | Philosophy of Education - Jean Piaget.  Constructivism and cognitive development theory in the classroom. Lecture on concept of educational philosophy. Group work on Philosophy Papers/prepare an outline. Explanation of projects for “final” provided. **Read Chapter 7**.  READ: Chapter 7  WATCH: Choose 1 of 3 technology videos HOMEWORK: Chpt 7 Quiz; Philosophy paper rough draft |
| November 20 (14) | Technology in the Classroom - what drives it?, how is it changing?, how does the teacher cope with it? Continue discussion of educational philosophies. Rough drafts due/ pair share with a classmate.  FYI: Thanksgiving break = Wed Nov 22 and Thur 23 and Fri Nov 24  HOMEWORK: Philosophy Papers final draft |
| November 27 (15) | Characteristics of an Effective Teacher - big questions every teacher must continually ask themselves and reflect on. Philosophy papers due. Begin presentation of final projects. **Read Chapter 8**. Flex Hours Due  READ: Chapter 8 WATCH: Video Case Response HOMEWORK: Chpt 8 Quiz |
| December 4 (16) | Ethical & Legal Issues in the Classroom - Protecting yourself by maintaining a well-documented classroom. Complete final projects. (Guest Speaker) |
| December 11 (17) | Students who elect to take the traditional final will do so on the assigned date of Exam Week. Monday, December 11 during our regular class time. |

**CIED 2173. Literacy in America (Sp). 3 Hours.**

A course that examines the myriad definitions of literacy (and illiteracy) and their connections to issues of social class, occupational status, economic and political structures, educational institutions, cultural organizations, and the media.

**ENGL 2173: Literacy in America**

Hunt Center 146

Thursday 5:00 PM – 7:45 PM

**Instructor**: Dr. Sean Connors

**Office**: Peabody Hall 304

**Mailbox**: Peabody Hall 216

**Office Hours**: Tuesdays and Thursdays 2:00-4:30, and by appointment

**E-mail**: sconnors@uark.edu

**Course Website**: http://seanconnors.net/engl2173/

**Course Description**:

What is literacy, and what is it for? What does it mean to refer to literacy as a social practice? What is the state of adolescent literacy in the contemporary U.S.? These are some of the questions we’ll explore this semester as we examine different definitions of literacy (and, by extension, illiteracy) and interrogate their connections to issues of culture, power, economic and political structures, and social institutions. In doing so, we’ll examine both the social and the cognitive dimensions of literacy, and consider their implications for literacy education as it takes shape in U.S. schools.

**Course Objectives:**

* Students will examine the role that literacy sponsors play in enabling and/or constraining people’s access to literacy. (ATS 9, TESS DOMAIN 4)
* Students will distinguish between literacy events and literacy practices and apply these concepts to explain how people are literate across a range of contexts. (ATS 3, TESS DOMAIN 1)
* Students will examine the role that literacy plays in an affinity space and explore the implications of this for how teaching and learning are traditionally organized in school. (ATS 3, 5; TESS DOMAIN 1, 3)
* Students will compose in a variety of mediums (including print and digital) and publish their work for an authentic audience whenever possible. (ATS 9, TESS DOMAIN 4)
* Students will conduct an independent research study that examines people’s experiences with literacy in the Arkansas Ozark region. (ATS 9, 10; TESS DOMAIN 4)
* Students will participate in critical conversation ns and activities that focus on the assigned readings with the intention of identifying and analyzing issues that concern contemporary literacy educators. (ATS 9, 10; TESS DOMAIN 4)

**Essential Questions**: Our study of literacy will lead us to investigate—and answer—the following essential question: “What is literacy, and what is it for?” As we work together to answer that question, we’ll simultaneously explore the following subset of related questions:

* Is there a crisis in adolescent literacy?
* In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such?
* What are the implications of acknowledging “multiliteracies” for how literacy instruction is organized in school?
* How can educators use students’ out-of-school literacy practices to support their developing academic literacy?
* What is the relationship between the place where someone lives and the purpose and value of literacy?

**Required Texts**: (available at *Campus Bookstore* / 616 N. Garland Avenue)

Davis, J. (2014). *Spare parts: Four undocumented teenagers, one ugly robot, and the battle for the*

*American dream.* New York, NY: Farrar, Straus and Giroux.

Rose, M. (2002). *Lives on the boundary: A moving account of the struggles and achievements of*

*America's educationally underprepared*. New York, NY: Penguin Books.

**Note***: The instructor will make the secondary course readings available on Blackboard.*

**Course Policies**:

**Late Assignments**: Late work will be assessed a penalty of 15% (the equivalent of one letter grade) to be deducted from the grade a student would otherwise have earned for an assignment. Written work submitted two days after the assigned due date will be evaluated upon request, but credit will not be granted.

**Submission of Assignments**: Unless otherwise specified, written work turned in for evaluation should be typewritten and double-spaced and should employ 1 inch margins on all sides. Please use 12-point font and a legible typeface. Be sure your printer toner allows you to produce clear copies prior to the date of submission. Written work submitted by email will not be accepted.

**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.

**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.

**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 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.

**Inclement Weather:** In case of inclement weather, class 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.

**Mobile Devices**: I have a family and appreciate the importance of having a mobile device available in case of emergencies. Please follow my lead by muting or putting your mobile device on vibrate and monitoring it as infrequently as possible.

**Incompletes**: Incompletes are not given except in the case of a documented medical emergency. If you choose to take an incomplete for any other reason, the default grade will be an “E.”

**Course Requirements**:

**Attendance**: Given the importance of our work, and recognizing that this class meets once a week, your attendance in class is required. If you miss three classes your grade will be lowered by one letter (e.g., “B” to “C”). A fourth absence will lower your grade two letters, meaning that you can earn no higher than a “C”. A fifth absence will result in your failing the course. Please note that I do not distinguish between excused and unexcused absences, except in the case of a documented medical emergency. If you are unable to attend class for any reason, it is your responsibility to e-mail me in advance and let me know. Note*: If a student is tardy three times, it will be counted as an absence.*

**Literacy Sponsors Narrative** (80 points):In *Literacy in American Lives,* Deborah Brandt defines literacy sponsors as “any agents, local or distant, concrete or abstract, who enable, support, teach, and model, as well as recruit, regulate, suppress, or withhold, literacy—and gain advantage by it in some way” (19).This assignment invites you to examine the role that different sponsors have played in supporting your literacy. To structure your narrative, you’ll be asked to examine the role that *local* as well as *global* sponsors have played in shaping your experiences with literacy to date. Questions to consider include: Who has “enabled” or “regulated” your literacy? Who has “recruited” your literacy, and for what purpose? What “advantages” did they stand to gain from doing so? You are welcome to focus on school as a literacy sponsor, though you’ll need to remember that schools are ultimately situated in larger social systems. (**Assignment** **Length**: 5 pages; doubled-spaced, 12-point font)

**Literacy Practices Photo Log and Essay** (60 points): This assignment asks you to document the literacy events and literacy practices that you participate in outside of school during a two-hour period. Having done so, you’ll compose a paper in which you present and interpret your findings. (**Assignment** **Length**: 5-6 pages; doubled-spaced, 12-point font)

**Affinity Space Video Essay**: (80 points) This assignment invites you to consider the uses toward which people put literacy to think and learn in spaces outside-of-school. To complete the assignment, you’ll need to select an affinity space to investigate. Having positioned yourself as a group insider or outsider, you’ll introduce your audience to the affinity space and investigate the ends toward which its members put literacy in the service of interacting with others and building relationships. In doing so, your goal is not simply to document the presence of literacy in the affinity space; *rather, it is to consider how people use literacy in the service of participating and learning in that particular affinity space*. Next, examine the implications of what you learned for literacy instruction. How can teachers draw on what you learned to rethink how they support participation and learning in classrooms? Granted, school is a different space/place than the affinity space you’ll explore. Still, if we pay close attention to how people are participating and learning in affinity spaces, we can ask ourselves if doing the work of teaching in schools would be more appropriate for our students if we adjusted some of our unquestioned principles and practices of teaching and learning in classrooms. After submitting your video essay, you’ll also be asked to critically review a classmate’s video essay.

**“Literacy in Ozark Lives” Project:** (100 points):Building on Deborah Brandt’s concept of literacy sponsorship*,* we’ll conduct a research study in which we’ll collect oral histories from people in the Arkansas Ozark region for the purpose of examining the role literacy plays in their lives. Working with the Shiloh Museum of Ozark History, we’ll recruit prospective participants for our study and interview them about their experiences with literacy. Next, we’ll transcribe our interview data and analyze them for the purpose of: 1) identifying literacy sponsors (local and global) who influenced the participants’ literacy, 2) examining how the participants’ literacy practices evolved in response to social and economic changes in the region; and 3) determining what literacy educators stand to learn from our findings. To present your findings, you’ll produce a video essay that uses audio, video, and still images to convey your interviewee’s story. In addition to sharing our videos with our interviewees, we’ll publish them on a Google map in an effort to “map” literacy in Ozark lives. Please note that we’ll approach this assignment in stages, each of which will account for a fraction of the total points available.

**Grading**: Grades will be assigned based on the instructor’s judgment as to whether the student has satisfied the stated objectives of the course in the following manner:

**A** = 90-100% (287-320 pts.)

**B** = 80-89% (255-286 pts.)

**C** = 70-79% (223-254 pts.)

**D** = 60-69% (191-222 pts.)

**F** = 0-59% (0-190 pts)

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topics To Be Covered** | **Reading Assignments** | **Assignments Due** |
| 1/19 | ***Course Introduction***  **EQ**: What is literacy?  **EQ**: Is there a crisis in adolescent literacy? |  |  |
| 1/26 | ***What is Literacy?***  **EQ:** What is literacy? | **Gee**, “Orality and Literacy”  **Gee**, “The New Literacy Studies”  **Gee**, “What is Literacy?” |  |
| 2/2 | ***Literacy Sponsorship***  **EQ**: In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such? | **Brandt**, “The Sponsors of Literacy” |  |
| 2/9 | ***Literacy Events and Literacy Practices***  **EQ**: What is literacy?  **EQ**: In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such? | **Barton & Hamilton**, “Literacy Practices”  **Perry**, “What is Literacy?” | **Literacy Sponsors Narrative** |
| 2/16 | ***Multiliteracies and Multimodality***  **EQ:** What are the implications of acknowledging “multiliteracies” for how literacy instruction is organized in school?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Olcott & Mahar**, “’Tech-savviness’ meets multiliteracies” |  |
| 2/23 | ***Learning in Affinity Spaces***  **EQ**: In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Gee**, “Affinity Spaces”  **Curwood et al**., “Writing in the Wild” | **Literacy Practices Photo Log and Paper** |
| 3/2 | ***Literacy and Gaming***  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy?  **EQ:** What are the implications of acknowledging “multiliteracies” for how literacy instruction is organized in school? | **Steinkuehler**, “Massive Multiplayer Online Gaming” | **Affinity Space Video Essay** |
| 3/9 | ***Teaching Critical Literacy***  **EQ:** What are the implications of acknowledging “multiliteracies” for how literacy instruction is organized in school? | **Mulcahy,** “The Tangled Web We Weave”  **Janks, “**Critical Literacy’s Ongoing Importance for Education” |  |
| 3/16 | ***No Class*** |  |  |
| 3/23 | ***Spring Break*** |  |  |
| 3/30 | ***Literacy in Working Class Lives (Part I)***  **EQ**: In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such?  **EQ:** What is the relationship between the place where someone lives and the purpose and value of literacy?  **Guest Speaker**: **Susan Young** | **Rose**, *Lives on the Boundary*, pp. 1-132  “The Smithsonian Folklife and Oral History Interviewing Guide” (available on class website) |  |
| 4/6 | ***Literacy in Working Class Lives (Part II)***  **EQ:** What is the relationship between the place where someone lives and the purpose and value of literacy?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Rose**, *Lives on the Boundary,* pp. 133-254 |  |
| 4/13 | ***Literate Identities (Part I)***  **EQ:** What is the relationship between the place where someone lives and the purpose and value of literacy?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Davis**, *Spare Parts,* pp. 1-112 | **Complete Oral History Interview** |
| 4/20 | ***Literate Identities (Part II)***  **EQ:** What is the relationship between the place where someone lives and the purpose and value of literacy?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Davis**, *Spare Parts,* pp. 112-222 | **Completed Oral History Transcript** |
| 4/27 | ***New Literacies and Youth Civic Engagement***  **EQ:** In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Gamber-Thompson and Zimmerman**, "DREAMing Citizenship” | **Presentation of Preliminary Research Findings** |
| 5/4 | ***Presentations of Student Work***  **EQ:** Is there a crisis in adolescent literacy? |  | **Literacy in Ozark Lives Video Essay** |

***Note: The instructor reserves the right to alter the syllabus to accommodate disruptions to the class schedule and other unforeseen issues.***

**CIED 3033. 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 3033)**

**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).”

* 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.*

**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 4023 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."

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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.*

**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 4403. 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**

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**Inclement Weather Policy:**

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

**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 3223. 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 3223**

**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

|  |  |  |  |
| --- | --- | --- | --- |
|  | 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 4022. Classroom Management Concepts (Sp). 2 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 4022**

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 4063. 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 4063**

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

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.

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 4443. 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 4443: 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 5443: 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 4523. 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 4523:** 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 328v. 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 328v : 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 428V. 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 428v: 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 C.: Syllabi and Course Descriptions**

*Spanish Content Courses: 33 hours*

##### SPAN 2013. Intermediate Spanish II (ACTS Equivalency = SPAN 2023) (Sp, Fa). 3 Hours.

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

**Syllabus**

SPAN 2013 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 2013  
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 3003. 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.  
  
  
  
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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 3033. 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 3003](http://catalog.uark.edu/search/?P=SPAN%203003).

**Syllabus**

Department of World Languages, Literatures and Cultures  
University of Arkansas  
  
   
  
SPAN 3033 001 (1984) – Conversation & Composition Syllabus Spring 2016  
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

##### SPAN 3063. 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.

##### SPAN 3103. 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 3103 - 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.  
   
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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.  
  
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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.  
  
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.  
   
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  
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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.   
  
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• 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

##### SPAN 3113. 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 3113 - Introducción a la literatura - Otoño 2017  
  
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 3113 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.  
  
1  
   
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.  
  
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  
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.  
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 3113  
  
   
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 3123. 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 2123](http://catalog.uark.edu/search/?P=SPAN%202123) or placement exam.

**Syllabus**

SPAN 3123 - 002 ESPAÑOL PARA BILINGÜES II FALL 2016  
  
   
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 3883. 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 3003](http://catalog.uark.edu/search/?P=SPAN%203003) and [SPAN 3103](http://catalog.uark.edu/search/?P=SPAN%203103), or instructor consent.

**Syllabus:**

UNIVERSITY OF ARKANSAS  
Department of World Languages  
  
   
  
Prerequisites: Students who have taken SPAN3003 and SPAN3103, 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 4003. Advanced Grammar (Fa). 3 Hours.**

For majors and advanced students covering the problematic areas of Spanish syntax and usage. Prerequisite: [SPAN 3003](http://catalog.uark.edu/search/?P=SPAN%203003) and [SPAN 3103](http://catalog.uark.edu/search/?P=SPAN%203103).

Syllabus

SPAN 4003-002 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 4103. 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 3113](http://catalog.uark.edu/search/?P=SPAN%203113).

**SPAN 4113. Monuments of Spanish Literature II (Irregular). 3 Hours.**

Monuments of Spanish literature from the 18th century to the present. Prerequisite: [SPAN 3113](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 4113: 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 4123. 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 3123](http://catalog.uark.edu/search/?P=SPAN%203123) or placement exam.

**Syllabus:**

NEW COURSE PROPOSAL  
COURSE: SPAN 4123 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 4133: SURVEY OF SPANISH AMERICAN LITERATURE  
Spring 1998  
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 4133 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 throughly 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 4133 SURVEY OF SPANISH AMERICAN LITERATURE PROGRAMA DEL CURSO  
   
SPRING 1998  
   
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 4193. 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 3113](http://catalog.uark.edu/search/?P=SPAN%203113).

**SPAN 4213. Spanish Civilization (Irregular). 3 Hours.**

A wide-ranging exploration of Spanish history and culture from the Middle Ages to the present. Prerequisite: [SPAN 3113](http://catalog.uark.edu/search/?P=SPAN%203113).

**SPAN 4223. Latin American Civilization (Irregular). 3 Hours.**

Latin American civilization. Prerequisite: [SPAN 3113](http://catalog.uark.edu/search/?P=SPAN%203113).

**Syllabus:**

Latin American Civilization  
SPAN 4223  
  
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 4223) 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 4243. 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 3113](http://catalog.uark.edu/search/?P=SPAN%203113).

**Syllabus:**

SPAN 4243 Literature & Culture in the Hispanic United States  
Semestre: Otoño 2016  
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 4253. 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 3113](http://catalog.uark.edu/search/?P=SPAN%203113).

**SPAN 4333. 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 3003](http://catalog.uark.edu/search/?P=SPAN%203003) and [SPAN 3103](http://catalog.uark.edu/search/?P=SPAN%203103).

**SPAN 4553. 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 3113](http://catalog.uark.edu/search/?P=SPAN%203113).

**SPAN 4563. 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 3113](http://catalog.uark.edu/search/?P=SPAN%203113) or [SPAN 3123](http://catalog.uark.edu/search/?P=SPAN%203123) or graduate standing.

**Syllabus:**

SPAN 4563 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 4563 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 4583. 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 3003](http://catalog.uark.edu/search/?P=SPAN%203003) and [SPAN 3103](http://catalog.uark.edu/search/?P=SPAN%203103) or [SPAN 3123](http://catalog.uark.edu/search/?P=SPAN%203123).

Syllabus:

**SPAN 4623. 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 4003](http://catalog.uark.edu/search/?P=SPAN%204003) or instructor consent.

**Syllabus:**

SPAN 470-01 ADVANCED PROFICIENCY IN SPANISH Spring 2017  
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;   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
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.   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
  
  
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).  
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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.  
 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   
  
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.  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
  
  
Final Exam: ¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬¬11 May (Thursday) 2015, 12:45 pm

**SPAN 4883. 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 3113](http://catalog.uark.edu/search/?P=SPAN%203113).

**CIED 4013. Capstone Course for Foreign Language Licensure (Fa, Sp). 3 Hours.**

This course is designed to identify and provide evidence of content language specific proficiencies in the four skills of reading, writing, listening, and speaking a foreign language.

Syllabus

**SYLLABUS**

**CIED 4013: Capstone Course for Foreign Language Licensure**

**Peabody Hall 204 Tuesday/Thursday 2:00-3:15 p.m.**

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

**Department of Curriculum and Instruction**

**Instructor:** Freddie A. Bowles

**Office:** 306 PEAH

**Office Hours:** Mondays 1:00-4:00 or by appointment

**Phone:** 479-575-3035

**E-Mail:** [***fbowles@uark.edu***](mailto:fbowles@uark.edu)

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

**Course Number and Title:** CIED 4013: Capstone Course for Foreign Language Licensure

**Course Description:** This course is designed to identify and provide evidence of content language specific proficiencies in the four skills of reading, writing, listening, and speaking a foreign language and in knowledge of the target culture.

**Prerequisites:** Pre-MAT status

**Required Texts:**

Yule, G. (2010). *The study of language,* (5th Ed.). New York, NY: Cambridge.

**II. Relationship to Knowledge Base:** This course identifies students' levels of proficiency as described in the ACTFL guidelines for foreign languages using the three modes of communication-interpretive, interpersonal, and presentational- incorporating the four skills of reading, writing, listening, speaking and in the area of culture.

**ACTFL Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational**

**ACTFL Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines**

**ACTFL Standard 3a: Language Acquisition Theories**

**Scholar-Practitioner Tenets: Tenet One**

As a pre-MAT class, this course focuses on content knowledge and best aligns with Tenet One: One who accesses, uses, and/or generates knowledge.

**Arkansas Teaching Standards: Standard #4: Content Knowledge.**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Arkansas Teacher Excellence and Support System (TESS) 1.a. Demonstrating Knowledge of Content and Pedagogy**

· Content knowledge · Prerequisite relationships · Content pedagogy

**III. Goal**: The purpose of this course is to provide evidence of Intermediate High-Advanced Low and above levels of language proficiency of pre-MAT students in foreign languages through oral and written presentations in both English and the target language. This evidence is used to support the ACTFL/CAEP teacher education standards for foreign language education licensure, specifically Standards 1 and 2. A secondary goal is to familiarize students with the foreign language teaching profession through discussion of standards for foreign language learning K-12 (Standard 6).

**IV. Competencies**: Upon completion of this course students can:

o Show knowledge of the linguistic elements of the target language

o Show knowledge of target language discourse

o Show knowledge of differences between the target language & heritage/other languages

o Be able to self-analyze target language proficiency

o Integrate and analyze cultural knowledge

o Show knowledge of literary and cultural works

o Provide evidence of target language proficiencies

**V. Content:**

Knowledge of the target language

Knowledge of target language cultures and literatures

Evidence of target language proficiency

Introduction to National Standards of Foreign Language Learning

**VI. Assignments, Evaluations, Due Dates**:

|  |  |  |
| --- | --- | --- |
| Assng | Assng. Name | Evaluation  Points |
| 1 | Language Profile in TL (Standard 1c) | 50 |
| 2 | History of Language in L1 (Standard 2b) | 50 |
| *Mid-Term* | | 50 |
| 3 | Speech Sample Analysis in L1 (Standard 2b) | 50 |
| 4 | Interpretive Listening in TL (Standard 1b) | 50 |
| 5 | Culture Presentations in TL (Standard 1c / 2a) | 50 |
| 6-8 | Assignments in TL classes on literary, cultural, and interdisciplinary themes (from content class –Standard 2c) | 10 each = 30  20 for self-reflection |
| 9 | Participation including chapter quizzes (5 pts each) | 100 |
| *OPI Score Due in March* (Standard 1a) | | 00 |
| *Final Test* | | 50 |
| *Portfolio* | | 100 |
| **Total** | | **600** |

**VII.** **Course Requirements:**

Students are expected

* + to attend every class well-prepared for discussion and participation,
  + to be on-time,
  + to be respectful of the learning environment, and
  + to communicate with the professor as needed.

**VIII**. **Grading Scale:**

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = below 60

**IX. 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.”

**X. 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.

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

Attendance—you have to be present to win!

**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.

**Attendance is strongly encouraged.**

**XII. 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>

**XIII. 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.

**XIV. Course Resources**

A. Mullins Library

B. Internet

C. Professor's Library

**XV. 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.

Bauer, L. (2007). *The linguistic student’s handbook.* Oxford, UK. Oxford University Press.

Blaz, D. (2002). *Bringing the standards for foreign language learning to life*. Larchmont, N.Y.: Eye on Education.

Blaz, D. (2006). *Differentiated instruction: A guide for foreign language teachers.* Larchmont, N.Y.: Eye on Education.

Blaz, D. (2001). *A collection of performance tasks and rubrics: Foreign languages.* Larchmont,

N.Y.: Eye on Education.

Brown, J. D. (1988). *Understanding research in second language learning: A teacher's guide to*

*statistics and research design.* Cambridge, UK: Cambridge University Press.

Cook, G. (2003).  *Applied linguistics.* Oxford, UK: Oxford University Press.

Hadley, A. O. (2001). *Teaching language in context,* 3rd ed*.* Boston: Heinle & Heinle Publishers.

Kufner, H. L. (1963). *The grammatical structures of English and German*. Chicago: University

of Chicago Press.

Lightbown, P.M., & Spada, N. (2006). *How languages are learned, 3rd Ed*. Oxford, UK: Oxford University Press.

Moulton, W.G. (1966). *A linguistic guide to language learning*. New York: The Modern Language Association of America.

Rivers, W. M. (1981). *Teaching foreign-language skills*. Chicago: University of Chicago Press.

Rivers, W. M. (1975). *A practical guide to the teaching of German*. New York: Oxford.

Rivers, W. M. (1975). *A practical guide to the teaching of French*. New York: Oxford.

Shrum, J.L., & Glisan, E.W. (2005). *Teacher’s handbook: Contextualized language instruction,*

*3rd.ed.* Boston, MA: Thomson/Heinle.

Stockwell, R. P. (1965). *The grammatical structures of English and Spanish*. Chicago: University of Chicago Press.

Tranel, B. (1998). *The sounds of French: An introduction.* Cambridge, UK: Cambridge University Press.

Wiese, R. (2000). *The phonology of German.* Oxford, UK: Oxford University Press.

**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

Language Learning and Technology

Journal for Second and Foreign Language Educators

Language Learning Journal

Applied Linguistics

Studies in Second Language Acquisition

The ACTFL Foreign Language Education Series (Yearbooks 1985- )

**Web Links:**

ACTFL

<https://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners>

<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

<https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

<https://www.actfl.org/sites/default/files/pdfs/TLE_pdf/OralProficiencyWorkplacePoster.pdf>

CCSS <http://www.actfl.org/sites/default/files/pdfs/CrosswalkFinalAligningCCSSLanguageStandards.pdf>

ADE

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

ISTE

<http://www.iste.org/standards/iste-standards/standards-for-students>

*Language is the blood of the soul into which thoughts run and out of which they grow.*

~Oliver Wendell Holmes