New York University
Steinhardt School of Culture, Education, and Human Development
Department of Teaching & Learning

FLGED-GE.2128.001  Advanced Spanish for Teachers of Spanish as a Foreign Language
Spring 2015 / 1.0 - 4.0 credits / Mondays 4:55 p.m.

Instructor: Lionel Chan, Ph.D.  Office hours: By appointment
E-mail: lionel.chan@nyu.edu

Course Description:
Pedagogical discussions, readings and activities focusing on Spanish pragmatics in the foreign language classroom. The other main objectives of the course are: (1) to develop Spanish language proficiency by examining problematic grammatical structures taught to foreign language learners; (2) to enhance knowledge of Spanish and its rhetorical structures through selected reading of contemporary Spanish literature. Micro-teaching linked to both objectives provides a practical basis for teachers on how to teach specific Spanish grammar points and reading lessons.

Learner Objectives:
Students will be able to …

1. practice Spanish language during peer-created lessons, lecture discussions, and in-class assessments;
2. scaffold the teaching of morpho-syntactic and syntactic structures that are most problematic to language learners;
3. gain an understanding of issues in theoretical linguistics and Spanish second language acquisition that pertain to the teaching of Spanish as a foreign language;
4. incorporate critical thinking in lesson planning to better facilitate learners’ language development.

Required Text to buy:

- Manual de gramática: Versión en español, 2nd Ed.

Course Requirements:
Students will complete assigned readings and written homework before coming to class, present two reading mini-lessons, and one or more grammar mini-lessons.
EVALUATION:
The maximum percentage points are:

- 40% Semester Exams
- 20% Final Exam
- 16% Grammar Mini-Lesson Presentation(s)*
- 8% Reading Mini-Lesson (Novela)
- 8% Reading Mini-Lesson (Cuento)
- 8% Attendance & Class Participation

* Students who are registered for one credit are required to present at least one grammar mini-lesson. Students who are registered for this course for three credits are required to present two grammar mini-lessons.

Attendance & Class Participation (8%): You are eligible for 7-8 points if you attend all class meetings. Your attendance in class is required. Two or more absences will significantly impact your grade. Material is presented in class that is unavailable in assigned readings. There are no texts or notes than can substitute for your interaction with other classmates in cooperative learning activities that take place in our classroom. Needless to say, you are responsible for turning in assignments when they are due and for knowing information announced in class, whether or not you were in class on any particular day. It is your responsibility to obtain from other classmates any information you missed when absent. Punctuality is essential to your class participation.

Additionally, since there is a language learning component to this course, in terms of participation you are evaluated on how much you contribute to class activities (e.g., lecture discussions on linguistics, peer mini-lesson presentations).

How to succeed in this class:

- At every class meeting you are present and arrive on time (if you are not in the classroom, obviously you are not participating in our assessments, lectures, discussions and activities);
- You complete both homework and readings before coming to class (e.g., not completing the assignment in the classroom at the start of class);
- Actively engage in discussions and activities;
- Have an open mind (be open to feedback and new ideas about language teaching);
- Work cooperatively with other classmates for the group project; and
- Grow as a language learner (e.g., take risks with structures that are problematic for you).

---------------------------------------------------------------------------------------------------------------------
Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 719 Broadway 2nd floor, www.nyu.edu/csd.
STATEMENT ON ACADEMIC INTEGRITY
"Your degree should represent genuine learning"

The relationship between students and faculty is the keystone of the educational experience in The Steinhardt School of Culture, Education, & Human Development at New York University. This relationship takes an honor code for granted. Mutual trust, respect and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A University education aims not only to produce high quality scholars, but to also cultivate honorable citizens.

**Academic integrity** is the guiding principle for all that you do; from taking exams, making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you:

- Cheat on an exam;
- Submit the same work for two different courses without prior permission from your professors;
- Receive help on a take-home examination that calls for independent work;
- Plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning and discovering knowledge, plagiarism cannot be tolerated.

**Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials, which are not your original work. You plagiarize when, without proper attribution, you do any of the following:**

- Copy verbatim from a book, an article or other media;
- Download documents from the Internet;
- Purchase documents;
- Report from other's oral work;
- Paraphrase or restate someone else's facts, analysis and/or conclusions;
- Copy directly from a classmate or allow a classmate to copy from you.

Your professors are responsible for helping you to understand other people's ideas, to use resources and conscientiously acknowledge them, and to develop and clarify your own thinking. You should know what constitutes good and honest scholarship, style guide preferences, and formats for assignments for each of your courses. Consult your professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources.

Through reading, writing, and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and professors. You will be expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas.

**Avoiding Academic Dishonesty**

- Organize your time appropriately to avoid undue pressure, and acquire good study habits, including note taking.
- Learn proper forms of citation. Always check with your professors of record for their preferred style guides. Directly copied material must always be in quotes; paraphrased material must be acknowledged;
even ideas and organization derived from your own previous work or another's work need to be acknowledged.

- Always proofread your finished work to be sure that quotation marks or footnotes or other references were not inadvertently omitted. Know the source of each citation.
- Do not submit the same work for more than one class without first obtaining the permission of both professors even if you believe that work you have already completed satisfies the requirements of another assignment.
- Save your notes and drafts of your papers as evidence of your original work.

**Disciplinary Sanctions**

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action is as follows:

- The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
- If the Professor confirms the violation(s), he/she, in consultation with the Program Director and Department Chair may take any of the following actions:
  - Allow the student to redo the assignment
  - Lower the grade for the work in question
  - Assign a grade of **F** for the work in question
  - Assign a grade of **F** for the course
  - Recommend dismissal

Once an action(s) is taken, the Professor will inform the Program Director and Department Chair, and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Student Services and Public Affairs, as a final step. Copies of the letter will be sent to the Department Chair for his/her confidential student file and the Associate Dean for Student Services and Public Affairs. The student has the right to appeal the action taken in accordance with the School's Student Complaint Procedure as outlined in *The Steinhardt School’s Student Guide*.

When dismissal is recommended, that recommendation will be forwarded to the Associate Dean for Student Services and Public Affairs, who will convene all parties involved. An appeal of the decision at this step is submitted in writing to the Vice Dean, including full documentation to support the appeal.
TENTATIVE COURSE SCHEDULE

All reading assignments and homework listed are to be done **BEFORE** coming to class. Your meaningful and productive participation and your critical reflections are essential to this class.

**MG = Manual de gramática: Versión en español, 2nd Ed.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Presentation</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 2</td>
<td><strong>Sample Grammar Mini-Lesson</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Commands</td>
<td></td>
</tr>
<tr>
<td>Feb 9</td>
<td><strong>Grammar Mini-Lesson</strong></td>
<td>Read: (1) <em>MG</em> (71-74 [#3]; 43-46 [e-f]) (2) <strong>Article #1</strong>: “Status” (King)</td>
</tr>
<tr>
<td></td>
<td>– <em>SE</em> with unplanned events</td>
<td><strong>Complete</strong>: <em>MG</em> (ej. 3.27 [p. 407])</td>
</tr>
<tr>
<td></td>
<td>– Comparisons</td>
<td><strong>Create &amp; E-submit</strong>: Partner Dialogue</td>
</tr>
<tr>
<td>Feb 16</td>
<td><strong>PRESIDENTS’ DAY</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>University Closed</strong></td>
<td></td>
</tr>
<tr>
<td>Feb 23</td>
<td><strong>Grammar Mini-Lesson</strong></td>
<td>Read: (1) <em>MG</em> (56-65; 173-174 [F], 237-239 [#2])</td>
</tr>
<tr>
<td></td>
<td>– Double Object Pronouns</td>
<td><strong>Complete</strong>: <em>MG</em> (ej. 3.13 [p. 402-403])</td>
</tr>
<tr>
<td></td>
<td>– Gerund</td>
<td><strong>Create &amp; E-submit</strong>: Partner Dialogue</td>
</tr>
<tr>
<td>Mar 2</td>
<td><strong>Grammar Mini-Lesson</strong></td>
<td>Read: (1) <em>MG</em> (179-188) (2) <strong>Article #2</strong></td>
</tr>
<tr>
<td></td>
<td>– Pretérito vs. Imperfecto I</td>
<td><strong>Complete</strong>: <em>MG</em> (ej. 6.6 [p. 468])</td>
</tr>
<tr>
<td></td>
<td>– Pretérito vs. Imperfecto II</td>
<td><strong>Create &amp; E-submit</strong>: Partner Dialogue</td>
</tr>
<tr>
<td>Mar 9</td>
<td><strong>EXAM #1</strong></td>
<td>Study for first exam</td>
</tr>
<tr>
<td>Mar 16</td>
<td><strong>SPRING BREAK – No class scheduled</strong></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Grammar Mini-Lesson</td>
<td>Reading Mini-Lesson: Novela</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
(2) *Las Batallas en el Desierto* (9-31) | **MG** (ej. 6.35 [p. 479]) | Partner Dialogue |
|        |                     |                             |                             |                                                                      |           |                   |
| Mar 30 | **Grammar Mini-Lesson**<br>– Subjunctive in Nominal Clauses: Doubt | **Reading Mini-Lesson: Novela**<br>– *Las Batallas en el Desierto* (22-48) |  | (1) *Article #3*  
(2) *Las Batallas en el Desierto* (32-48)  
(3) *MG* (209-213 [d-c]) | **MG** (ej. 6.32 [p. 477-478]) | Partner Dialogue |
|        |                     |                             |                             |                                                                      |           |                   |
| Apr 6  | **Grammar Mini-Lesson**<br>– Subjunctive in Adjectival Clauses: Uncertainty | **Reading Mini-Lesson: Novela**<br>– *Las Batallas en el Desierto* (49-68) |  | (1) *MG* (213-214 [#3])  
(2) *Las Batallas en el Desierto* (49-68) | **MG** (ej. 6.41 [p. 481]) | Partner Dialogue |
|        |                     |                             |                             |                                                                      |           |                   |
| Apr 13 | **EXAMEN #2**       |                             |                             |                                                                      |           |                   |
| Apr 20 | **Grammar Mini-Lesson**<br>– Subjunctive in Adverbial Clauses | **Reading Mini-Lesson: Cuento**<br>– “Los Amos” |  | (1) *Article #4*  
(2) “Los Amos”  
(3) *MG* (215-218) | **MG** (ej. 6.44 [p. 482]) | Partner Dialogue |
|        |                     |                             |                             |                                                                      |           |                   |
| Apr 27 | **Grammar Mini-Lesson**<br>– Imperfect & Pluperfect Subjunctive | **Reading Mini-Lesson: Cuento**<br>– “La Noche que volvimos a ser gente” |  | (1) *MG* (165-166 [#2]; 167 [#4]; 219-228)  
(2) “La Noche que volvimos a ser gente” | **MG** (ej. 6.49 [p. 483]) | Partner Dialogue |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Read:</th>
<th>Complete:</th>
<th>Create &amp; E-submit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 4</td>
<td><strong>Grammar Mini-Lesson</strong>&lt;br&gt;– <em>Si</em>-Clauses&lt;br&gt;<strong>Reading Mini-Lesson: Cuento</strong>&lt;br&gt;– “Un poquito de alegría”</td>
<td>(1) “Un poquito de alegría”&lt;br&gt;(2) <em>MG</em> (228-230 [#6])&lt;br&gt;<strong>Complete:</strong> <em>MG</em> (ej. 6.55 [p. 485])&lt;br&gt;<strong>Create &amp; E-submit:</strong> Partner Dialogue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 11</td>
<td><strong>Grammar Mini-Lesson</strong>&lt;br&gt;– Subjunctive with <em>Ojalá</em>&lt;br&gt;– <em>Gustar</em>-type verbs</td>
<td>(1) <strong>Article #5</strong>&lt;br&gt;(2) <em>MG</em> (230-231; 239-244)&lt;br&gt;<strong>Complete:</strong> <em>MG</em> (ej. 6.58 [p. 486]) and worksheet (see course site)&lt;br&gt;<strong>Create &amp; E-submit:</strong> Partner Dialogue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date TBD</td>
<td><strong>REPASO</strong> (location TBA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 18</td>
<td><strong>FINAL EXAM</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>