

New York University
Steinhardt School of Culture, Education, and Human Development

FLGED-GE.2419 – Applied Linguistics for Teachers of Spanish
Fall 2012 / Wednesdays 4:55 p.m. / 3.0 credits

Prof. Lionel Chan
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Office hours: By appointment

Course Description:

There are two main objectives of this course. The first is to provide students with the opportunity to review the structure of the Spanish language, particularly those points which are challenging to teach to English speakers at the novice and intermediate levels. The second is to examine the Spanish language from a linguistic standpoint by concisely exploring issues relevant to pedagogy in syntax, morphology, semantics, pragmatics, phonetics and phonology.

Learner Objectives:

Students will be able to ...

1. Accurately and coherently explain Spanish grammar points to foreign language learners at the Novice- and Intermediate-Low levels.
2. Designing classroom activities that allow students *to use* grammar points in a contextualized setting based on state and national standards in foreign language learning.
3. Acquire a basic understanding of the various domains of Spanish linguistics as they relate to teaching Spanish as a foreign language.

Required Texts:

MG = *Manual de gramática: Grammar Reference for Students of Spanish, 5th Ed.*

SG = Study Guide (Course Packet of Study Guides)

Course Requirements:

Throughout the semester students will have the opportunity to

- Practice teaching a grammar point to the class as if we were your actual secondary FL students.
- Refine their knowledge and usage of Novice- and Intermediate-level Spanish grammar through a series of in-class activities and written, closed-book exams.

Attendance:

Your attendance in class is required. Material is presented in class that is unavailable in assigned readings. There are no texts or notes that 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 completing 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.** Arrive on time because if you are not in the classroom, obviously you are not participating in our assessments, lectures, discussions and activities.

In short, you cannot participate in class activities if you are not present.

Evaluation:

20%	Project
40%	Tests
10%	Attendance, Class Participation, Homework (<u>Carefully read</u> the study guides)*
25%	Final Exam
5%	Reflection Paper

* Students will qualify for up to 5 - 10 points in this area if during the *entire* semester they ...

- maintain perfect attendance (or have *no more than one* absence) in order to participate fully in class discussions and group/pair-work activity
- arrive to class punctually at the designated time and stay throughout the entire class meeting
- be respectful of our classroom guidelines, such as ...
 - keeping your cell phone off in the classroom
 - no text messaging in class
 - attentively listening to others who "have the floor" (i.e. no side-conversations)

Exams:

There are two semester exams in addition to the final exam.

Project:

Two times this semester, each student will prepare a presentation for a chosen grammatical topic. You will explain to the class how the grammatical point functions in Spanish, as if we were your prospective students of Spanish. You will be judged on how well you can explain these points to students. In addition, you may be asked to review the assignment due for that day. Finally, your presentation will include an open-ended or student-centered activity that puts the grammatical topic that we study into context. Further details of the project will be forthcoming on a separate instruction sheet. Please limit your presentation to twenty minutes.

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.

COURSE SCHEDULE

Required Texts: MG = *Manual de gramática: Grammar Reference for Students of Spanish, 5th Ed.*
 SG = Study Guide (Course Packet of Study Guides)

All reading assignments listed below are to be done **BEFORE** coming to class. Your meaningful and productive participation and your critical reflections are essential at all class meetings.

Date	Topic	Homework Assignment Due
Sep 5	<u>Linguistics</u> - Phonetics & Phonology I <u>Structure</u> - Relative Pronouns	
Sep 12	<u>Linguistics</u> - Phonetics & Phonology II <u>Structure</u> - <i>Por vs. Para</i> - Object Pronouns	<u>Study:</u> MG (60-65, 114-117) <u>Read & Complete:</u> SG (4-14), Accents worksheet
Sep 19	<u>Linguistics</u> - Morphology <u>Structure</u> - “Accidental” <i>SE</i> - <i>HABER</i>	<u>Study:</u> MG (71-74: <u>Point 3</u>), MG (192-193: <u>Points a-d</u>) <u>Read & Complete:</u> SG (15-22)
Sep 26	<u>Linguistics</u> - Syntax <u>Structure</u> - <i>Pretérito vs. Imperfecto</i>	Complete review; study for first exam.
Oct 3	<u>Linguistics</u> - Semantics <u>Review</u>	<u>Study:</u> MG (154-157 – Points 2a, 2b), MG (179-188); be <u>THOROUGHLY</u> <u>FAMILIAR</u> with conjugations <u>Read & Complete:</u> SG (23-31)
Oct 10	EXAMEN #1	Study for first exam
Oct 17	<u>Linguistics</u> - Pragmatics I <u>Structure</u> - <i>SER vs. ESTAR</i> - Subjunctive – Part A	<u>Study:</u> MG (262-270 – Points 1 through 4a), MG (162-165 [top]), MG (203-205 – Points 1 & 2a, 206 [bottom] - 209 – all of Point 2c) <u>Read & Complete:</u> SG (32-45)

Oct 24	<u>Linguistics</u> - Pragmatics II <u>Structure</u> - Subjunctive – Part B - Subjunctive – Part C <u>Review</u>	
Oct 31	<u>Linguistics</u> - Regional Variations	E-mail term paper <i>before</i> 3:00 p.m. on Oct 24, 2012.
Nov 7	<u>Review</u>	<u>Study:</u> MG (205-206, 209-210: d) and review the formation: MG (162-165 [top]); MG (213-214 – Point 3) <u>Read & Complete:</u> SG (46-54); SG (55-60)
Nov 14	EXAMEN #2	Study for test!
Nov 21	<u>Linguistics</u> - Sociolinguistics I <u>Structure</u> - Subjunctive – Part D - Future - Conditional	<u>Study:</u> MG (215-218), MG (159-161) <u>Read & Complete:</u> SG (61-64, 72-73)
Nov 28	<u>Linguistics</u> - Sociolinguistics II <u>Structure</u> - Subjunctive – Part E - <i>Si</i> -Clauses	<u>Study:</u> MG (165-167 – Points 2 & 4 only), MG (226-231 – Point 5d through 7) <u>Read & Complete:</u> SG (65-71, 74-79)
Dec 5	*** FINAL EXAM ***	