



SPN 3533: Spanish for Global Educators

F2F
T 11:45-1:40 &
R 12:50 - 1:40
Pugh 170
w/ social distancing



Jennifer Wooten, PhD
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Office hours:
T 2:00-4:00 (Dauer 249)
W 9:30-11:00 (Zoom)
R 6:15-7:15 (Dauer 249)

SPN 3533 is for students interested in why and how people in the US and other countries learn Spanish and other languages. By engaging with students and teachers in the US and other Spanish-speaking countries, students critically consider how they can take action as individuals or in collaboration with others to promote bilingualism/biliteracy/biculturalism in local and global contexts.

This course may especially benefit students who are considering teaching here in the US or abroad, be it as a career or as part of a short-term experience like working with the Peace Corps, Fulbright, or specific countries' student/teacher placement programs like Spain's Cultural Ambassadors Program.

This course counts towards UF's International Scholars Program.

Course Goals

- Learners will critically reflect on their own language learning experiences as well as why (or why not) and how others learn Spanish and/or other languages in the US and worldwide.
- Learners will learn introductory methods for teaching Spanish.
- Learners will gain a more nuanced awareness of Hispanic/Latino cultures (especially as related to children and adolescents) and consider culturally responsive ways to work with Spanish-speaking students and their families.
- Learners will take action in promoting bilingualism/biliteracy/biculturalism in local/global contexts in ways that are ethical, positive, and productive.

Prerequisites: SPN 3300 or SPN 3350



In order to be successful in class and in the community placement, students should have the proficiency level of **Intermediate High (*Intermedio Alto*) or higher** in speaking, listening, reading, and writing according to [the ACTFL Proficiency Guidelines](#). This course counts towards the [Certificate in Spanish for the Professions](#)

Texts



Required texts in English and Spanish – such as [el Diccionario de términos claves de Español como Lengua Extranjera](#) from [Centro Cervantes Virtual](#) - are available on our course Canvas site.

Students will purchase five individual conversations of 30 minutes each to speak with [LinguaMeeting](#) coaches in various Spanish-speaking countries. Complete instructions are available on the course Canvas page.

Course Reserves in Smathers Library (hard copy): Curtain, H., & Dahlberg, C. A. (2004). *Languages and children - Making the match: New languages for young learners, Grades K-8* (4th ed.). Boston: Pearson.

Recommended:

Glisan, E.W. & Donato, R. (2018). *Enacting the Work of Language Instruction: High-Leverage Teaching Practices* (Vol. 1). Alexandria, VA. American Council on the Teaching of Foreign Languages (ACTFL). [A fundamental text for those interested in teaching languages effectively.]

Glisan, E.W. & Donato, R. (2020). *Enacting the Work of Language Instruction: High-Leverage Teaching Practices* (Vol. 2). Alexandria, VA. American Council on the Teaching of Foreign Languages (ACTFL). [Includes additional practices to help language educators teach effectively.]

Osborn, T.A. (2006). *Teaching world languages for social justice: A sourcebook of principles and practices*. Mahwah, New Jersey: Lawrence Erlbaum Associates. [An ideal text for those interested in a critical perspective on teaching world languages.]

Buttner, A. (2007). *Activities, games, and assessment strategies for the foreign language classroom*. Larchmont, New York: Eye on Education. [A useful text for language educators.]

Peregoy, S. & Boyle, O. (2009). *Reading, writing, & learning in ESL. A resource book for K-12 teachers* (5th ed.). New York: Addison Wesley Longman, Inc. [A wonderful book on working with English Language Learners]

Many additional recommended readings are available based on students' interests. Consult Dr. Wooten!

Activities and Assignments

We meet each Tuesday 11:45-1:40 and Thursday 11:45-12:35. Time in class will be dedicated to critically discussing course readings/experiences and focusing on connecting course readings/experiences and classroom applications. The syllabus shows the general topics, readings, and assignments that will serve as the focus of each class (with more details on Canvas), and my expectation is that you will come to class fully prepared.

Assignments that will inform class discussions will be due at 11:00 a.m. whereas others will be due by 11:59 p.m. as listed on the Canvas calendar.

Attendance

Attendance means bodily presence in class, which is [your duty and responsibility as a UF student](#). Note that after four classes have been missed for ANY reason (no documentation required), 1% will be subtracted from your final grade for each additional absence (barring extenuating circumstances). Contact Dr. Wooten as soon as possible if you anticipate missing class and be prepared to provide documentation.

If you are late to class or leave class early three times, it will count as one unexcused absence (and six times = 2 unexcused absences, etc). If you have extenuating circumstances that may make you late to class frequently, inform Dr. Wooten as soon as possible!

In response to COVID-19, the following practices are in place to maintain our learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our neighbors, and our loved ones.

- **If you are not vaccinated, get vaccinated.** Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- **You are expected to wear approved face coverings at all times during class and within buildings**, even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
 - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
 - Hand sanitizing stations will be located in every classroom.
- **If you are sick, stay home and self-quarantine.** Visit the [UF Health Screen, Test & Protect website](#) about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
 - With an **excused absence (meaning you have official documentation for your absence)**, you will be given a reasonable amount of time to **make up work**.
 - **If you are withheld from campus** by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

- **Continue to regularly visit** coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

Active participation (10%)



Active participation means that **you are intellectually present, prepared, and contributive in Spanish from the time you enter the classroom to the time you leave the classroom.** Participation, within the context of this class, also entails demonstrating an understanding of course readings and being able to discuss them in Spanish, asking questions and commenting on others' responses, collaborating with classmates, and expressing in a professional manner our opinions, reactions, frustrations, etc. Participation will be evaluated regularly based on the details in Canvas → Assignments → Participación #.

Our classroom is a safe place to share and develop new ideas and gain understanding; respect of colleagues' questions is expected. Additionally, because we will likely discuss sensitive topics related to schools, families, and students, **we must all be courteous and respectful of one another as we candidly share ideas and opinions.**



Conversations with various LinguaMeeting coaches (20%)

In class, students talk with colleagues and Dr. Wooten as a means to exchange information and opinions about language teaching and learning, but they will also speak with native Spanish speakers who live in other countries through LinguaMeeting. Five times during the course each student will talk with a variety of coaches about assigned topics and topics of their choice. Each conversation will be evaluated by the coach according to your performance in the conversation (including punctuality, preparation for the session, and active participation during the conversation).

You will also reflect on the conversation afterwards, including what new words or phrases you used or learned from the coach, what new information or understanding you have about the coach's experiences as a language learner and teacher and language learning in their country, and how the conversation related to and extends your learning on class themes.



Homework / In-Class Assignments / Daily Evaluations (20%)

Written and/or oral work will be assigned to help you develop your content and linguistic mastery of the material. Such assignments may be assigned in advance or take place during class time. Know that Dr. Wooten will always provide you feedback on your work!

Daily evaluations will often be given in class or made available on Canvas to evaluate the understanding and application of previously learned material, including the material for that class. At least three daily evaluations will be dropped at the end of the semester to align with the three freebie absences allowed in the course.

Since homework / in-class assignments / daily evaluations reinforce material at a certain point in the course, late work and/or make-ups will not be accepted unless there are valid extenuating circumstances.



Noticiero (15%)

In order to learn more about language usage and language education here in the US, each student will select ONE of the following options: (1) read an article in Spanish since 2018; (2) view a news clip in Spanish since 2018; or (3) interview in Spanish a Spanish speaker with at least Advanced proficiency who attended US schools about his/her experiences. Each learner will then present what they learned from the text / video / interview informally in approximately 5 minutes. The goal is to educate others in the classroom on up-to-date news in language education in the US.



Virtual exchange with students at Universidad Tecnológica de Honduras (20%)

During the semester our class will partner with students at the [Universidad Tecnológica de Honduras](#) who are taking a Spanish Language Arts course. Students will exchange experiences of their daily lives as university students, describe how they learned their first and additional languages in their countries, and collaborate to investigate and create a video presentation on why and how students in other countries around the world learn Spanish.



In addition to learning more about Spanish teaching and learning in other countries, you will also enhance your conversational and presentational skills in Spanish, increase intercultural competence, and build necessary skills in collaboration, cooperation, and flexibility.



Advocacy project (culminating experience) (15%)

Learners in SPN 3533 will work in small groups or as individuals to complete a significant personalized final project in order to apply the pedagogical, linguistic, and cultural skills gained in the course. The final project should focus in some explicit way on **advocating for language learning and teaching and/or bilingualism/biculturalism/biliteracy**.

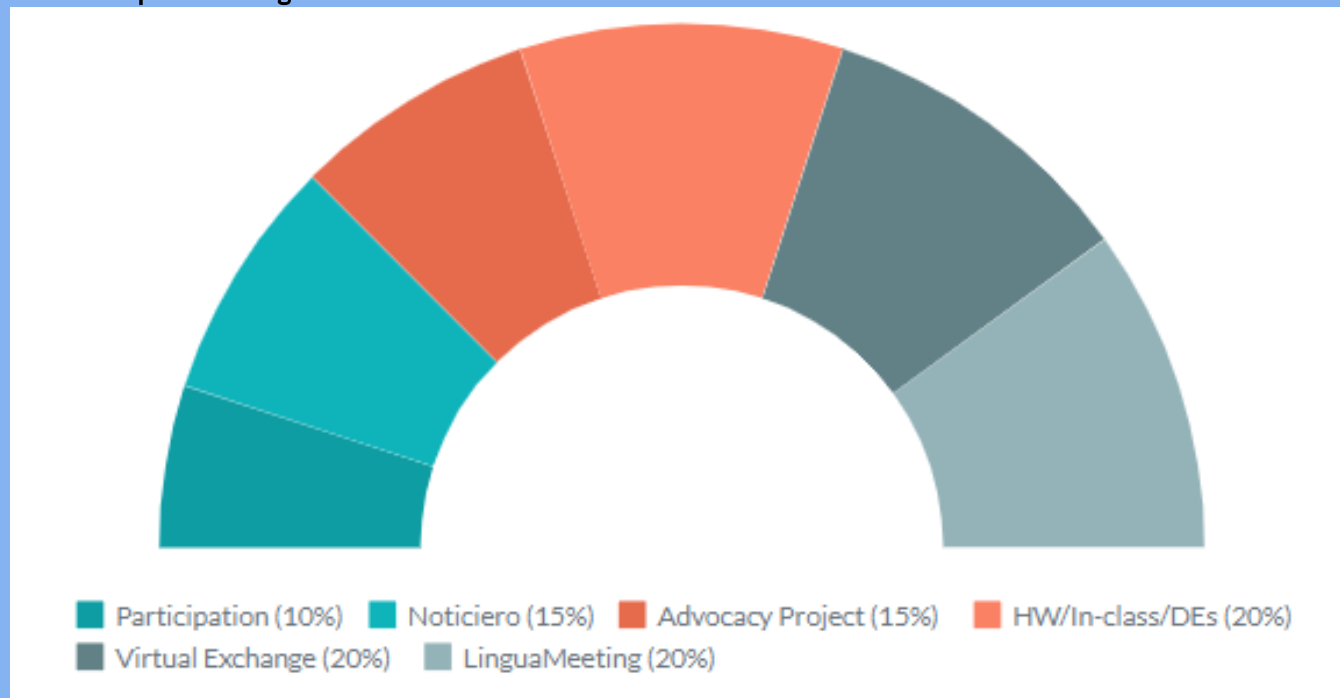
The project is not hypothetical; it should have a “real-world” purpose. Sample projects might include:

- teaching some short lessons to young learners at P.K. Yonge Elementary Spanish during the semester (*);
- gathering signatures, anecdotal evidence, or research to present in writing or at a meeting with school officials or school board members about why Spanish should be included in early grades in Alachua County Public Schools like P.K. Yonge;
- contacting politicians and policy makers in your local community, your state, or the US to advocate for language education;
- creating and guiding an activity in Spanish at the Harn Museum or Museum of Natural History for K-16 learners;
- creating resources in Spanish to help fill a need of a K-12 teacher;
- doing interactive tabling events at Reitz to advocate for language classes / clubs at the university level or at the SPS Major Fair (if scheduled this semester);
- other possibilities can be explored with Dr. Wooten in advance.

Beyond the product itself, learners will explain why they selected the project, what the process of creating the project was, what challenges they encountered during planning and implementation of the project and how they addressed those challenges, etc. This explanation will specifically and concretely reference academic texts (especially course texts) related to the particular topic that provides support that the project is pedagogically sound.

Learners will be held accountable for their work on the Advocacy Project throughout the semester, including submitting a proposal for the project in order to get feedback and approval from Dr. Wooten, maintaining a log of time spent on the project and who does what (for groups), and providing updates orally and/or in writing.

Course components at a glance



Grading Scale:

A (100-93) / A- (92-90) / B+ (89-87) / B (86-83) / B- (82-80) / C+ (79-77) / C (76-73) / C- (72-70) / D+ (69-67) / D (66-63) / D- (62-60) / E (59 or below)



Additional UF and departmental policies and resources

Accommodations

Students who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Academic Integrity

All students are required to abide by the Academic Honesty Guidelines, which have been accepted by the University. The UF Honor Code reads:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." For more information on types of academic violations and the process should one be charged with committing an academic violation, please refer to <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

All work that you turn in for a grade in SPN 3533 must always be your own original work. Internet-based translation programs –including, but not to limited, Google Translate – are NOT allowed. You may only use www.wordreference.com to look up individual words not provided in the textbook.

Counseling and Wellness

A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at <http://www.counseling.ufl.edu/cwc> or reached by phone at 392-1575.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, **students may not publish recorded lectures without the written consent of the instructor.**

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

CALENDARIO

(The calendar is subject to change for pedagogical or logistical reasons. Students will be notified in a timely manner of any and all modifications to the calendar.)

| agosto | |
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| Modulo 1: ¿Por qué aprenden unas personas otras lenguas? ¿Cuáles son los beneficios de aprender lenguas adicionales? | |
| martes 24 | Introducción a nuestra comunidad / Introducción al curso Discusión de las razones por las cuales los estudiantes K-12 y otros (incl. nosotros!) aprenden otras lenguas; los beneficios de aprender otras lenguas (textos en clase) |
| jueves 26 | Tarea formal #1: Investigación en español, creación de una imagen sobre 1-2 beneficios de aprender otras lenguas (Word, Piktochart, Canva, etc.) y presentación de la imagen |
| | |
| Modulo 2: ¿Cómo aprenden unas personas otras lenguas en EEUU? ¿Cuáles barreras existen para el aprendizaje de otras lenguas y cómo se puede superarlas? | |
| martes 31 | ¿Cuáles son las varias ramas de la enseñanza de la lengua y cómo las hemos experimentado nosotros? (descripciones de FLE/WLE, DLL, ESL/ESOL, etc.; experiencias personales de aprender lenguas, especialmente en contextos formales) ¿Cómo podemos hablar de la proficiencia lingüística? ¿A cuál nivel de proficiencia llegan la mayoría de los estudiantes que estudian lenguas además de inglés aquí en EEUU? (Los niveles de ACTFL) Apúntense para los noticieros (más detalles en Canvas) |
| | septiembre |
| jueves 2 | ¿Cómo podemos caracterizar el aprendizaje de lenguas en EEUU? Textos (<i>¿Cuáles son las palabras más importantes para hablar de los textos para hoy? Como siempre, inclúyanlas en sus apuntes.</i>) <ul style="list-style-type: none"> Reagan y Osborn, “Power, authority, and domination in FLE: Toward an analysis of educational failure” (Canvas) <p>Conversación #1 de LinguaMeeting (6-17 septiembre)</p> |
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| martes 7 | <p>¿Cómo podemos caracterizar el aprendizaje de lenguas en EEUU? (cont.)</p> <p>Textos (<i>¿Cuáles son las palabras más importantes para hablar de los textos para hoy? Como siempre, inclúyanlas en sus apuntes.</i>)</p> <ul style="list-style-type: none"> • Crawford, Ch. 3 (Canvas) • Santiago, Selección de <i>Casi una mujer</i> (Canvas) • Carter, “4 mitos sobre la enseñanza del idioma español en las escuelas de EEUU” <p>Noticieros (unos 2-3)</p> |
| jueves 9 | <p>Tarea formal #2:</p> <p><u>Opción 1:</u> ¿Piensas que estamos fracasando en cuanto a crear/animar una sociedad bi/multilingüe y bi/multicultural aquí en EEUU? Explica tu opinión citando evidencia académica en 1 página escrita en Word (unas 300 palabras). [Repasa el lenguaje necesario para opinar, incl. el uso del subjuntivo.]</p> <p><u>Opción 2:</u> Escribe una autobiografía sobre cómo aprendiste el español (y/u otra lengua). ¿Qué hiciste para aprender la lengua (por ejemplo, productos que usaste, prácticas que hiciste, etc.)? ¿Cuáles experiencias positivas marcaron tu aprendizaje? ¿Cuáles obstáculos existían y cómo los superaste? Escribe 1 página en Word (unas 300 palabras). [Repasa pretérito e imperfecto.]</p> <p>¿Cómo podemos colaborar con los estudiantes hispanos y sus familias para promover el bi/multilingüismo y el bi/multiculturalismo?</p> <p>Textos (<i>¿Cuáles son las palabras más importantes para hablar de los textos para hoy? Como siempre, inclúyanlas en sus apuntes.</i>)</p> <ul style="list-style-type: none"> • Video (unos 10 min): Latino Learning Module: Latino Culture and Cultural Values • Video (unos 16 min): Latino Learning Module: Latinos and education |
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| martes 14 | <p>¿Cómo podemos colaborar con los estudiantes hispanos y sus familias para promover el bi/multilingüismo y el bi/multiculturalismo?</p> <p>Textos (<i>¿Cuáles son las palabras más importantes para hablar de los textos para hoy? Como siempre, inclúyanlas en sus apuntes.</i>)</p> <ul style="list-style-type: none"> • Repaso de textos de la clase anterior • Castro, Ayankoya & Kasprzak, “Understanding diverse families and their roles” (Canvas) • Selecciones de <i>Con respeto: Bridging the distances between culturally diverse families and schools</i> (Valdés) (Canvas + otras en clase) <p>Noticieros (unos 1-2)</p> |
| jueves 16 | <p>Noticieros (unos 3-4)</p> |
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| <p style="text-align: center;">martes 21</p> | <p>Conversación #2 de LinguaMeeting (20 septiembre – 1 octubre)</p> <p>¿Cómo usamos el español (o no) en las escuelas con los estudiantes y/o las familias?</p> <p>Textos:</p> <ul style="list-style-type: none"> • Vocabulario sobre la escuela (Díaz y Nadel, Cap. 2) (Canvas) • Repaso de los textos de las primeras clases (como necesario) <p>Actividad (hacer / entregar en clase hoy):</p> <ul style="list-style-type: none"> • Lectura crítica de las listas de materiales para la escuela/útiles de las escuelas en Gainesville → ¡Acción! |
| <p style="text-align: center;">jueves 23</p> | <p>¿Cómo podemos usar el español en las escuelas con los estudiantes y/o las familias? (cont)</p> <p>Textos:</p> <ul style="list-style-type: none"> • Repaso de Díaz y Nadel, Cap. 2 • Vocabulario particular a los niños PK-3 (Díaz y Nadel, Cap. 3) (Canvas) <p>Reflexión de la Conversación #1 de LinguaMeeting hoy</p> |
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| <p>Modulo 3: ¿Cuáles productos, prácticas y perspectivas ayudan a las personas aprender otras lenguas y para lograr la competencia intercultural?</p> | |
| <p style="text-align: center;">martes 28</p> | <p>¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Los estándares nacionales: Las 5 Cs de ACTFL)</p> <p>Textos: <i>(¿Cuáles son las palabras más importantes para hablar de los textos para hoy? Como siempre, inclúyanlas en sus apuntes.)</i></p> <ul style="list-style-type: none"> • “World Readiness Standards for Learning Languages” (Canvas) (texto + video) <p>Resumen de las 5Cs en español (creado por una maestra)</p> <p>Preparación para nuestro intercambio virtual con el grupo de la Universidad Tecnológica de Honduras</p> |
| <p style="text-align: center;">jueves 30</p> | <p>¿Qué podemos hacer en clase para que los estudiantes K-5 tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Comunicación – el modo interpretativo)</p> <p><i>(¿Cuáles son las palabras más importantes para hablar de los textos para hoy? Como siempre, inclúyanlas en sus apuntes.)</i></p> <p>Textos: Curtain & Dahlberg, Cap. 5 (Canvas)</p> <p>Conversación #3 de LinguaMeeting (4-15 octubre)</p> |
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| octubre | |
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| martes 5 | <p>Tarea formal #3: Piensa en la lectura de Medio Pollito de la clase anterior. Prepara una actividad <i>pre</i>, <i>durante</i> o <i>pos</i> para el texto. Escribe una descripción de la actividad, incluyendo por qué elegiste/creaste esa actividad, cuáles son los objetivos de la actividad y los pasos de la actividad (revisa los mandatos). El texto no debe ser más de una página Word (unas 250-300 palabras). Si es una actividad que requiere materiales, tráelos a clase hoy.</p> <p>¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Comunicación – el modo interpersonal)</p> <p>Textos: Curtain & Dahlberg, Cap. 4 (Canvas)</p> |
| jueves 7 | <p>No hay clase: hacer un/os rompehielos para nuestro intercambio virtual con UTH</p> <p>Reflexión de la Conversación #2 de LinguaMeeting hoy</p> |
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| martes 12 | <p>Nota parcial de participación (autoevaluación/nota de Profe)</p> <p>¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Comunicación – el modo presentacional)</p> <p>Textos:</p> <ul style="list-style-type: none"> • Módulo COERLL sobre la escritura (hagan todas las lecciones y asegúrense que completen todas las secciones “Review and Reflect”) |
| jueves 14 | <p>No hay clase: hacer un/os rompehielos para nuestro intercambio virtual con UTH / Comentarios para nuestros colegas</p> <p>Conversación #4 de LinguaMeeting (18 - 29 octubre)</p> |
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| martes 19 | <p>¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Conexiones – Introducción a los temas académicos en español)</p> <p>Textos:</p> <ul style="list-style-type: none"> • Curtain & Dahlberg, Cap. 10 (Canvas) • D&N, Cap. 4 (El plan de estudio) <p>Actividad (hacer en clase): Centros académicos</p> |
| jueves 21 | <p>No hay clase: quedar y conversar con los miembros de tu grupo del intercambio virtual / Escribir resumen de la conversación (Canvas)</p> |

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| | Reflexión de la Conversación #3 de LinguaMeeting hoy |
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| martes 26 | <p>¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Culturas – Introducción a las 3 Ps / Comparaciones)</p> <p>Textos: Módulo de COERLL sobre la enseñanza de cultura</p> <p>Conversación inicial sobre el Proyecto de Apoyo</p> |
| jueves 28 | <p>No hay clase: colaborar con su grupo sobre su proyecto cultural (elegir país, investigar, presentar)</p> <p>Conversación #5 de LinguaMeeting (1-12 noviembre)</p> |
| | noviembre |
| martes 2 | <p>¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Culturas – Práctica con las 3 Ps / Comparaciones)</p> <p>Textos:</p> <ul style="list-style-type: none"> • Kubota, “Critical teaching of Japanese Culture” (solo lean sobre los primeros tres Ds; no tienen que leer sobre lo discursivo) (Canvas) <p>Actividad (hacer en clase): Vistazo crítico a unos libros de texto</p> <p>Entregar propuesta para Proyecto de Apoyo</p> |
| jueves 4 | <p>¿Qué podemos hacer en clase para que los estudiantes K-5 tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Culturas – Práctica con las 3 Ps / Comparaciones)</p> <p>Textos:</p> <ul style="list-style-type: none"> • Curtain & Dahlberg, Cap. 9 (Canvas) <p>Reflexión de la Conversación #4 de LinguaMeeting hoy</p> |
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| martes 9 | ¿Qué podemos hacer en clase para que los estudiantes K-5 se diviertan en otra lengua? |

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| | Traer a clase 2 actividades educativas y divertidas para niños aprendiendo español (juegos, canciones, manualidades, realia, etc.) y prepararse para |
| jueves 11 | No hay clase: Presentación con el grupo UF/UTH para el 12 de noviembre |
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| Modulo 4: ¿Cómo promovemos y abogamos por el aprendizaje de lenguas? | |
| martes 16 | ¿Cuáles son unos productos y estrategias que nos ayudan a abogar por el aprendizaje de lenguas, especialmente en los grados K-5? Textos: <ul style="list-style-type: none"> • ACTFL: “Be an advocate for language education” • Introducción a NNELL y sus recursos de apoyo |
| jueves 18 | Comentarios y reflexiones sobre el intercambio virtual UF/UTH en Canvas y conversaciones en clase Reflexión de la Conversación #5 de LinguaMeeting hoy |
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| martes 23 | Conferencias obligatorias con Profe sobre el Proyecto de Apoyo (Profe estará en su oficina el lunes, durante la hora de clase hoy y unas horas adicionales hoy → Cada individuo/grupo se apuntará para una cita con Profe lunes o martes) |
| jueves 25 | No hay clase – Día de Acción de Gracias |
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| martes 30 | ¿Cuáles acciones podemos tomar para abogar por el aprendizaje de lenguas o inspirar a otros a aprender otras lenguas? Textos: <ul style="list-style-type: none"> • El papel de las redes sociales, como TikTok, Instagram, etc. • Repaso de los recursos del 16 de noviembre |
| | diciembre |
| jueves 2 | Entregar el Proyecto de Apoyo y conversación sobre los proyectos |
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| martes 7 | Reflexión y repaso sobre las preguntas esenciales durante el curso / Más sobre el <i>International Scholars Program</i> , la beca <i>Fulbright</i> y el <i>North American Language and Cultural Assistants Program</i> (España) Nota final de participación (nota de Profe) (disponible después de esta última clase) |
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