

Mount Saint Mary College
Newburgh, New York

DIVISION OF ARTS AND LETTERS

SPA 2050 Spanish for School Teachers 3 credits Dr. Karen Eberle-McCarthy
Spring 2009 T+ Th 12:45-2:10 Office MWF 10:00-11:00, T 10-12
Tel. 569-3174 e-mail: mccarthy@msmc.edu Aquinas 306 and by appointment

SPANISH FOR SCHOOL TEACHERS is a conversation course designed for intermediate or advanced students with an interest in children and teaching. The course reviews general Spanish as it introduces vocabulary and situations specific to teaching. Special features of the class will be the opportunity for teaching Spanish for enrichment at Bishop Dunn School and reading stories in Spanish with children at Head Start or other service learning project.

PRE-REQUISITE: Intermediate Spanish 1030-1040, Conversation 2010, 3-4 years of high school Spanish and permission of instructor.

TEXT: Amery, H and Cartwright, S. First Thousand Words in Spanish, Tulsa, Oklahoma, EDC Publishing, 1996.

Andrade, M. and Egasse, J. Mundo de fantasía, New York, McGraw-Hill, 1999.

Handouts created by the professor will provide information on grammar, vocabulary and ideas for teaching Spanish for enrichment.

OUTCOMES AND ASSESSMENTS:

1. By reviewing and increasing knowledge of Spanish related to a classroom situation, the student will be able to generally converse with a child regarding health, interests and family as demonstrated in role-playing situations.

2. The student will become familiar with teaching materials and be able to read a story in Spanish with classroom involvement at Head Start or another acceptable service learning site.

3. In small groups, students will plan and teach several Spanish lessons for English-dominant children at Bishop Dunn School, thus practicing language and teaching skills covered in this class.

4. The student will become more sensitive to Latino cultures through readings and discussions and incorporate these ideas into classroom activities in the teaching experience.

5. By use of role-playing, the student will demonstrate mastery of vocabulary to conduct a simple parent-teacher conference.

6. The student will practice reading and writing skills by writing short summaries in Spanish of four stories in *Mundo de fantasía*. Students will also do a short evaluation in Spanish of two books for children in Spanish of their own choice from the Curriculum Library or another library.

REQUIREMENTS:

1. This is primarily a conversation/vocabulary building course. There may be some written work related to grammar review and vocabulary building.

2. There will be weekly assigned talks and extemporaneous role-playing. Active class participation in Spanish is a major part of the grade. Videos will complement class work.

3. Working in small groups, students will teach a series of Spanish classes at Bishop Dunn School and write a paper about the experience.
(Due no later than May 5)

4. Students are required to spend at least four (4) hours of service learning in Head Start (or another acceptable site) and write a short report of this experience in English or Spanish.

EXPECTED CLASSROOM BEHAVIOR: Students are expected to arrive on time to class and to be prepared to work. All electronic devices except laptops are to be turned off. Chewing gum is discouraged. Students may have bottled water or coffee but no food is allowed in class unless it is shared with the entire class.

GRADING: Class work: 50% (attitude, participation, short talks, compositions)
Lessons and paper: 50%

Daily attendance is required.

In compliance with federal law, students who miss two (2) consecutive classes without notifying the professor will be reported to the Registrar.

More than three (3) absences without a medical excuse will lower the final grade by two (2) points per cut.

Division of Arts and Letters System of Grading

A	Superior	100-95	4.0
A-	Outstanding	94-90	3.67
B+	Excellent	89-87	3.33
B	Very Good	86-83	3.0
B-	Good	82-80	2.67
C+	Above average	79-77	2.33
C	Average	76-73	2.0
C-	Below average	72-70	1.67
D+	Poor	69-65	1.33
D	Passing	64-60	1.0
F	Failing	59 or less	0

SPANISH FOR TEACHERS 205

ASSIGNMENTS: (subject to change)

January 20 + 22 General review/handouts; **Self introduction**

Jan 27-29 Readings from *Mundo de Fantasia*, pronunciation practice

February 3-5 Methods and materials **Read several pages of story to class**
Summaries of stories are due

No Tuesday classes on Feb 10

February 12 **Short lesson in Spanish (time, colors, etc.)**

February 17-19 **Practice lessons for Bishop Dunn**

Feb 24-26 Start Bishop Dunn (?) Service Learning experience due

March 3-5 Handouts on Spain, Mexico, Puerto Rico **Cultural Sensitivity**

MIDSEMESTER

Spring Break: March 9-13

March 17-19 **Free topic for talk**

March 24-26

Apr 31-April 2 Bishop Dunn visits

April 7-9 Bilingual education speaker

April 14-16 **perform a story with props**

April 21-23 **Parent-teacher conference**

April 28-30 **Free topic for final talk**

Papers due by May 5 Last class May 5 Final Talk

SPA 2050 Spanish for Teachers

SERVICE LEARNING PROJECT

Service learning is a course-based educational experience in which students 1) participate in an organized service activity that meets identified community needs and 2) reflect on the service activity to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of civic responsibility

The learning objectives of this project are personal growth, civic engagement and academic enhancement. Students should build confidence in speaking Spanish and gain insights into other cultures while being out in the community dealing with children at risk.

Students will spend at least four (4) hours working with children at Newburgh Head Start at 49 Gidney Avenue, tel. 562-0380. There is a special need for people

to read books in Spanish to children at this facility since almost half of the children are from Spanish-speaking homes. Students will call and make their own arrangements to visit at Head Start. Students will be responsible as they represent the College by dressing appropriately and being punctual and flexible.

The service learning experience will be done in the first weeks of the semester so that it does not conflict with teaching at Bishop Dunn School. Students will keep a journal (in English or Spanish) of their experiences. The project will be discussed in class and journals turned in to the professor on February 26.

Students may prefer to instead work with Spanish-speaking children at another institution with the permission of the professor.

TEACHING SPANISH FOR ENRICHMENT AT BISHOP DUNN SCHOOL

Starting around the end of February or early March, groups of students will prepare and teach Spanish for Enrichment lessons at Bishop Dunn School. Students will be given some time to work together in class but they will need to work with each other on their own time as well. Dr. Eberle-McCarthy will observe and evaluate as many classes as possible.

The final paper is to be a group project. It can be written in English or Spanish. The first section includes the group's objectives, activities, handouts and self-evaluation for each class taught. (This is not a formal lesson plan.) The second part is a 1-2 page analysis of what each individual learned and experienced while working as a team in Bishop Dunn School. Both parts must be submitted together.

Most students agree that the hardest and time-consuming, but most rewarding part of the course is the hands-on experience of working with the teachers and children and Bishop Dunn School. Some students who have taken the course "just for language credit", later go on to become teachers. Students are expected to learn "on their feet" and from each other.

Students are expected to be punctual, prepared and appropriately dressed to teach in Bishop Dunn School. Inappropriate dress (ripped jeans, bare midriff, etc) according to standards explained, will mean that a student will not teach on that day.

GRADING PYRAMID

Of Hispanic Studies Classes of Dr. Karen Eberle-McCarthy

A/ A- (Superior/ outstanding)

The essay or talk gives an imaginative treatment to a significant central idea. Generalizations are carefully supported. Details show originality, good grasp of vocabulary and perfect (A) or almost perfect (A-) spelling and grammar (pronunciation). Style is authentic and demonstrates that ideas have been interiorized. *Class participation: Student is always prepared and frequently offers appropriate and thoughtful comments or responses without having to be called on.*

B+ / B / B- (Excellent /Very good /Good)

The central idea of the essay or talk is interesting and significant. Use of details show careful organization and make a point. Vocabulary, grammar or pronunciation are almost perfect and do not confuse. Sentences show variety and awareness of audience and purpose. *Class participation: Student is almost always prepared, offers appropriate and thoughtful comments or responses without having to be called on.*

C+ / C (Above average/ Average)

The essay or talk has a central plan with an identifiable introduction and conclusion. Generalizations are supported with details. Sentences make sense, vocabulary meets the need. There is agreement of noun/adjectives and verbs are mostly in the right tense and spelled correctly, *Class participation: Student is usually prepared though rarely offers comment or responses. When called upon, the student usually answers correctly.*

C- / D+ / D (Below average / Poor / Passing)

The central idea is weak or confused. Organization is poor because of a lack of coherence or correct vocabulary. Generalizations are not supported by evidence. Sentence structure is confused. There are serious errors in noun/adjective agreements, tenses of verbs, spelling and paragraphing. *Class participation: Student is usually inattentive and unprepared. Student rarely offers to respond and when called upon gives weak or brief answers that do not indicate mastery of the topic.*

F (Failing)

No indication of mastery of material or effort to improve. Classes may have been missed or work not submitted.

