

New Course Request

Indiana University

Indianapolis Campus

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit

1. School/Division LIBA 2. Academic Subject Code SPAN-S

3. Course Number 650 (must be cleared with University Enrollment Services) 4. Instructor Various

5. Course Title Topics in the Teaching of Spanish

Recommended Abbreviation (Optional) Topics Teaching Spanish
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2011

7. Credit Hours: Fixed at 3 or Variable from _____ to _____

8. Is this course to be graded S-F (only)? Yes _____ No

9. Is variable title approval being requested? Yes No

10. Course description (not to exceed 50 words) for Bulletin publication: Seminar in selected topics related to the teaching of Spanish, such as assessment, teaching materials development, the teaching of specific linguistic skills. May be repeated for credit when topic varies.

11. Lecture Contact Hours: Fixed at 3 or Variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at _____ or Variable from _____ to _____

13. Estimated enrollment: 15 of which 100 percent are expected to be graduate students.

14. Frequency of scheduling: once per year Will this course be required for majors? no

15. Justification for new course: Currently no variable subtitle course at grad level; needed for greater flexibility

16. Are the necessary reading materials currently available in the appropriate library? no

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. None known.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Catherine Becher Date May 9, 10
Department Chairman/Division Director

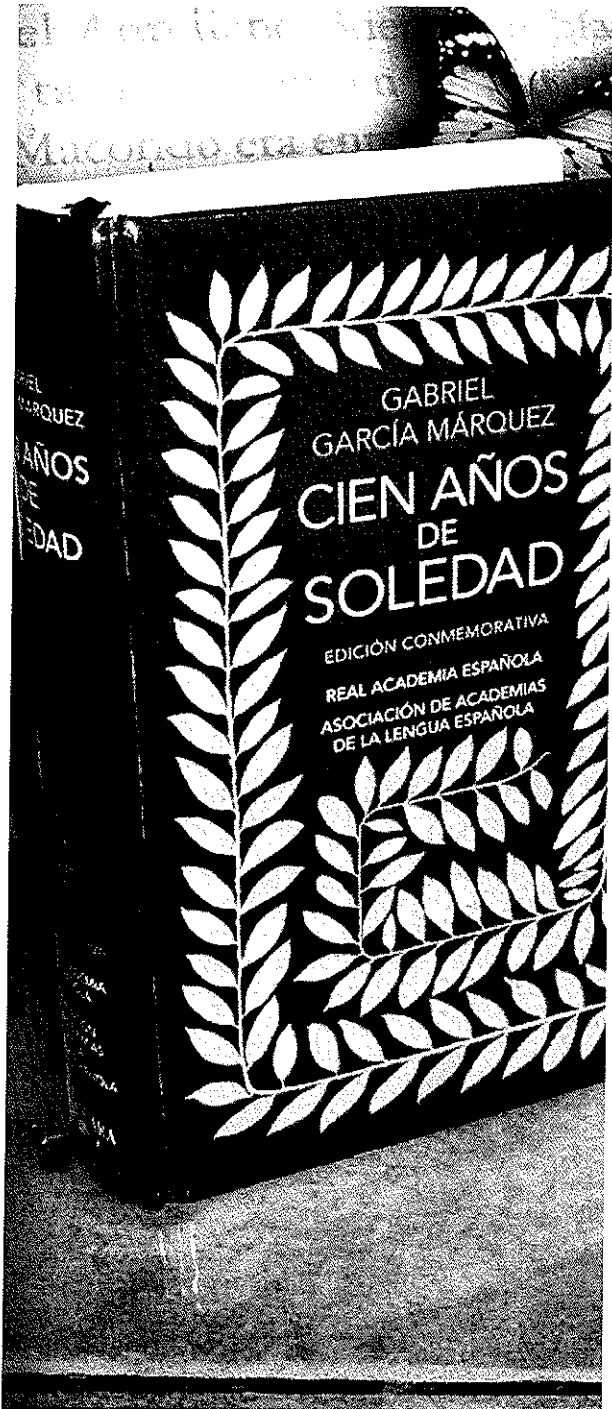
Approved by: Wm Blomgren Date 5/11/10
Dean

Date _____
Dean of Graduate School (when required)

Date _____
Chancellor/Vice-President

Date _____
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.



Course Information

Section: Spanish 5650, Fall 2011
Day: Thursday, 6:00-7:30pm
Room: Cavendish Hall 101

Instructor Information

Herbert Brant Brant
Office: CA 501G
Hours: 4:00-6:00 Tuesday & Thursday
e-mail: hbrant@uvm.edu
Tel: 274-8206

DESCRIPTION

Much research has been undertaken in the process of reading and the process of reading in a second language (L2) and especially in the process of reading in a second language (L2) but much of the research that we call "reading research" is to us. To complete the process of reading in a second language (L2) teachers of world languages often reading in a second language (L2) ask students to read in a second language (L2) and hope that the leaps in reading comprehension that are made in reading literary works in a second language (L2) will be made.

This graduate seminar will have as its primary focus the process of reading in a second language (L2) and the gap between the process of reading in a second language (L2) and the process of reading in a second language (L2).

Spanish 5650:
Topics in the
Teaching of
Spanish

Topic: Issues in L2
Reading Comprehension
& the Teaching of
Hispanic Literature

COURSE OBJECTIVES

Upon successful completion of this course, students should be able to

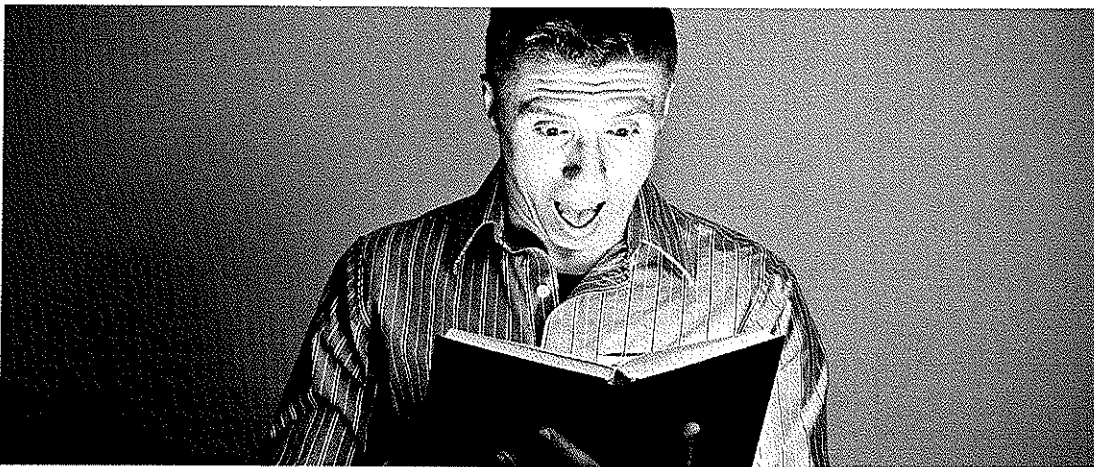
- * evaluate and analyze published SLA research in the field of L2 reading
- * explain the unique characteristics of reading in the L2 in contrast to reading in the L1
- * apply SLA research findings to their own teaching of reading in the L2
- * develop research questions of their own on the nature and assessment of L2 reading comprehension
- * analyze the specific demands of literary texts for L2 readers
- * create pedagogical materials for the teaching of L2 literary texts

Since all work (written and oral) for the course will be conducted in Spanish, students will also have the opportunity to strengthen and fine tune their use of academic Spanish in both written and oral form.

EVALUATION & GRADING

Students in this course will be evaluated on the following components:

- 1. Class Discussion** **10%**
Students are expected to attend weekly meetings and to be prepared to participate in the discussion of the reading assignments. Both the quantity and the quality of student input will be evaluated.
- 2. Reaction Papers on Readings (3)** **10%**
Students will write three short (2-3 page) reaction papers to assist them in refining their understanding of the reading process and how researchers have investigated various aspects L2 reading.
- 3. Midterm Exam** **20%**
The Midterm exam will take place on Oct. 14 and will consist of objective (multiple option) items as well as integrative items (short answer and essay) on the material from the first half of the course.
- 4. Teaching Units (4)** **20%**
Students will develop four pedagogical units (complete lesson plans, activities, and materials) on the teaching of reading and literature.
- 5. Teaching Demo** **20%**
Students will present one of their teaching units to the class as a demonstration. The demo will be evaluated for its effectiveness and the application of current L2 reading theory.
- 6. Portfolio** **20%**
All work for the course will be assembled and organized into a unified teaching portfolio. The overall effect and impact of the portfolio will be evaluated.



¿Cómo es diferente la lectura en la L1 y la L2?

¿Cómo podemos fomentar entre los estudiantes la comprensión máxima cuando leen en español?

COURSE POLICIES

ON ATTENDANCE

Absences, arriving late to class, or leaving early will gravely affect the final grade. In accordance with the official attendance policies established by the Program in Spanish, if a student misses more than TWO (2) classes in a course that meets once per week, 5 percentage points will be subtracted from the final grade for EACH unexcused absence.

Additionally, in courses that meet only once per week, **FOUR (4) absences** (including excused absences) is the maximum number permitted. Any student who misses FIVE (5) classes or more, will automatically fail the course.

ON LATE WORK & MAKE-UPS

The professor will accept late work and offer make-up exams *only* in the most dire circumstances. Students must provide *evidence* of an *emergency situation* (illness requiring medical treatment, death in the family, etc.) which prevented them from submitting their work on time.



WEEKLY SCHEDULE OF READINGS & ACTIVITIES

REQUIRED TEXTS:

1. Grabe, William. (2008). *Reading in a second language: Moving from theory to practice*. Cambridge: Cambridge UP. ISBN: 052172974
2. Koda, Keiko. (2005). *Insights into second language reading: A cross-linguistic approach*. Cambridge: Cambridge UP. ISBN: 0521545137
3. Various articles distributed in class or available on Oncourse (see attached bibliography)

Week 1 (Aug. 26): Introduction to the L2 Reading Process

READING: Grabe, Chapters 1 & 2

Week 2 (Sept. 2): Second Language Acquisition & Reading Research

READING: Grabe, Chapters 3 & 4; Swaffar (1988)

Week 3 (Sept. 9): Reading in L1 vs. L2

READING: Koda, Chapter 2; Grabe, Chapters 6 & 7; Walter (2007)

Week 4 (Sept. 16): Word Recognition & Vocabulary Knowledge

READING: Koda, Chapters 3 & 4; Grabe, Chapter 13; Rott & Williams (2003)

SUBMIT: Reaction Paper #1

Week 5 (Sept. 23): Sentence & Discourse Processing

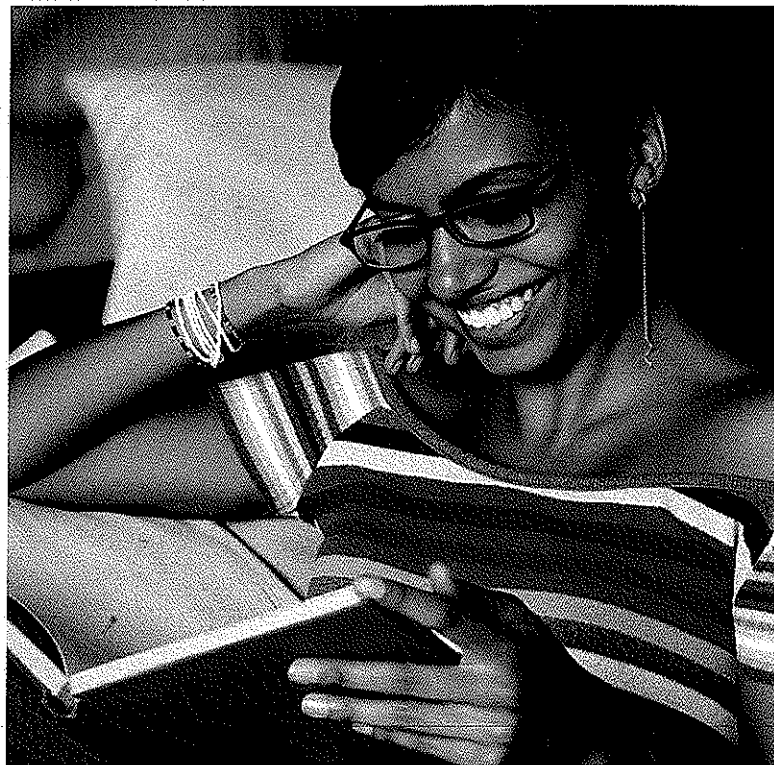
READING: Koda, Chapters 6 & 7; Grabe, Chapter 12

Week 6 (Sept. 30): Text Structure & Comprehension

READING: Koda, Chapter 8; Ghaith & Harkouss (2003)

Week 7 (Oct. 7): Metacognition & Strategic Reading

READING: Koda, Chapter 10; Grabe, Chapter 11; Carrell (1989)



Week 8 (Oct. 14): MIDTERM EXAM

Week 9 (Oct 21):) Reading Comprehension Instruction (I)

READING: Koda, Chapter 12; Grabe, Chapter 16; Lee & Wolf (1997)

SUBMIT: Reaction Paper #2; Teaching Unit #1

Week 10 (Oct. 28): Reading Comprehension Instruction (II)

READING: Rusciollelli (1995); Chandler (2002); Alessi & Dwyer (2008)

SUBMIT: Teaching Unit #2

Week 11 (Nov. 4): Reading Comprehension Assessment

READING: Koda, Chapter 11; Grabe, Chapter 17; Lee & Musumeci (1988); Wolf (1993)

Week 12 (Nov. 11): Using Literary Texts in L2 Language Classes (I)

READING: Harper (1988); Knutson (1993); Fecteau (1999)

SUBMIT: Teaching Unit #3

Week 13 (Nov. 18): Using Literary Texts in L2 Language Classes (II)

READING: Paesani (2005); Jouini (2008); Polio & Zyzik (2009)

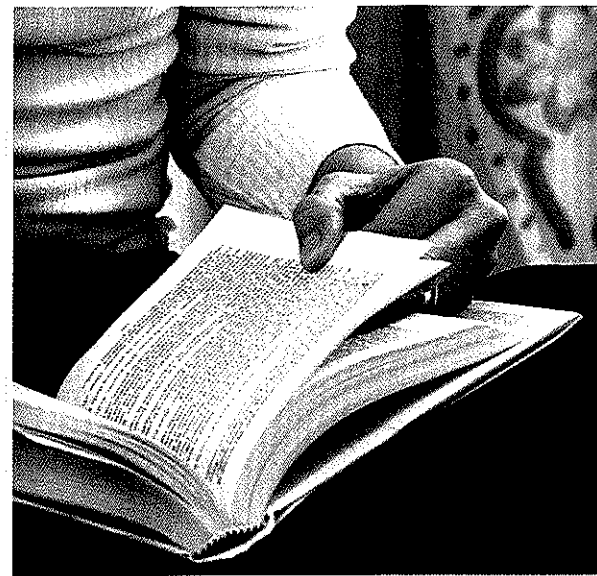
SUBMIT: Reaction Paper #3

Week 14 (Nov. 25): THANKSGIVING BREAK

Week 15 (Dec. 2): Teaching Demos

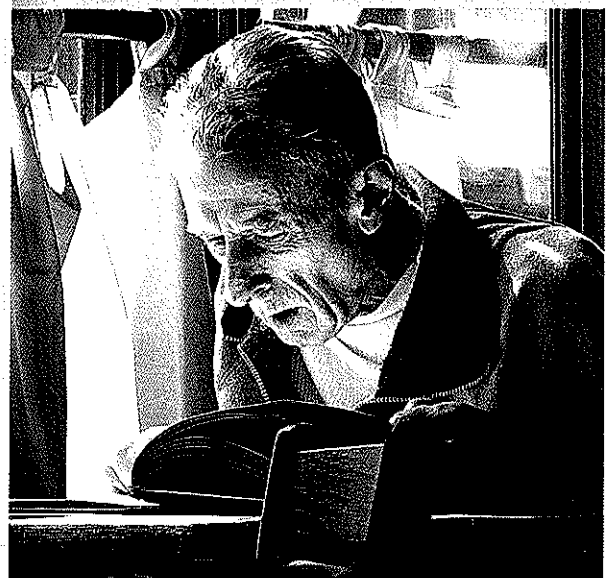
Week 16 (Dec. 9): Teaching Demos

SUBMIT: Final Portfolio of Coursework



SELECTED BIBLIOGRAPHY OF SOURCES

- Afflerbach, P. P. (1990). The influence of prior knowledge on expert readers' main idea construction strategies. *Reading Research Quarterly*, 25 (1), 31-46.
- Alderson, J. C. (1984). Reading in a foreign language: A reading problem or a language problem? In J. Charles Alderson and A. H. Urquhart, eds. *Reading in a Foreign Language*. New York: Longman. 1-24.
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- Fecteau, M. L. (1999). First- and second-language reading comprehension of literary texts. *The Modern Language Journal*, 83(4), 475-493.
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- Ghaith, G. M., & Harkouss, S. A. (2003). Role of text structure awareness in the recall of expository discourse. *Foreign Language Annals*, 36(1), 86-96.
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