

NEW

Course Request

Indiana University

IUPUI Campus

Check Appropriate Boxes: Undergraduate credit  Graduate credit  Professional credit

Adoption of IUB Hisp S 430

- 1. School/Division Liberal Arts 2. Academic Subject Code SPAN
- 3. Course Numl 5441 (must be cleared with University Enrollment Services) 4. Instructor Anton
- 5. Course Title The Acquisition of Spanish  
Recommended Abbreviation (Optional) Acq. of Span.  
(limited to 32 Characters including spaces)
- 6. First time this course is to be offered (Semester/Year): Spring 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: See attached  
May be taught concurrently with S 515

- 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: 20 of which 0% percent are expected to be graduate students.
- 14. Frequency of scheduling: Once a year Will this course be required for majors? elective
- 15. Justification for new course: More options in Spanish Linguistics at 400-level, combined with grad. class
- 16. Are the necessary reading materials currently available in the appropriate library? Yes
- 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. No
- 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: L. Duhaime Date 2/10/09  
 Department Chairman/Division Director

Approved by: W. Blomquist Date 5/4/09  
 Dean

Dean of Graduate School (when required) Date \_\_\_\_\_  
 Chancellor/Vice-President Date \_\_\_\_\_  
 University Enrollment Services Date \_\_\_\_\_

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.

Proposed syllabus for  
**SPAN S410 The Acquisition of Spanish**  
**(Adoption of HISP S430- IU Bloomington Course)**

Course: S410 - The acquisition of Spanish

Section:

Meeting days and time:

Room:

Instructor:

Office:

Telephone:

E-mail:

Office Hours:

### 1. COURSE DESCRIPTION

Examines current topics in the acquisition of Spanish. Provides an introduction to research on the first and/or second language acquisition of Spanish and to the pedagogical applications of these findings. Students develop a background in these fields and have opportunities to link theory and practice. P: S326 or instructor's consent [= IUB HISP S 430]

### 2. OBJECTIVES

The main objective of this course is to engage students of Spanish in a critical analysis of the theoretical perspectives and research findings of studies on the acquisition of Spanish as a second language.

A secondary objective is to expose students to the principles and methodologies of second language acquisition research so that they may conduct research in this area of study.

An indirect objective is to help students develop their proficiency in Spanish, both orally and in writing. The class will be conducted in Spanish and all assignments are to be performed in Spanish.

This course contributes to the development of the following principles of undergraduate learning (PULs): development of communicative skills (1), critical thinking (2), integration and application of knowledge (3), intellectual depth and adaptability (4), and understanding of diverse cultures and societies (5).

### 3. REQUIRED READINGS

Textbook: Barbara Lafford & Rafael Salaberry (eds.). 2003. *Spanish Second Language Acquisition. State of the Science*. Washington D.C.: Georgetown University Press

Some additional articles (see weekly schedule)

#### 4. EVALUATION

**Exam (30%):** There will be one take-home exam during the semester. Exam content will be based on course readings, lectures, and class discussion.

**Paper (30%):** There will also be a 8-10 page paper in which students will be expected to research a topic of interest. I will mention possible topics throughout the semester, suggest appropriate readings, and be available during office hours to help students individually. Undergraduate students are encouraged to carry out a literature review paper on one of the topics discussed in class. Specific format and content instructions will be distributed in class.

**Book review (20%):** Students are expected to write a 3-5 page review of a book or edited collection of articles on a class topic. Book reviews should follow a professional format, specific content and format guidelines will be distributed.

**Participation (20%):** In addition, students are expected to participate in classroom discussion of the readings and assignments. Class participation will be based on quantity and quality of in-class comments (10%) and on final paper presentation (10%). Please, be aware that absences, arriving unreasonably late or leaving early will seriously affect your participation grade.

##### **SERVICE LEARNING OPTION:**

Students may choose to gain experience in teaching and to observe second language acquisition processes by serving a minimum of thirty hours as teaching assistants in Spanish language classrooms. Students will write a weekly reflective journal relating the experiences in the classroom with course readings. Quality and quantity of service learning activity constitutes 20% of the final grade and replaces the book review.

##### **ATTENDANCE POLICY:**

It is a campus-wide policy that *students are expected to attend all classes and are responsible for completing all course work required*. The Program in Spanish has established the following attendance policies:

- A. *If a student misses more than THREE classes in the regular semester, 2 points will be taken off the FINAL GRADE for each absence beyond the initial three classes.*
- B. For classes that meet twice per week, *EIGHT (8) absences is the maximum total number of absences allowed for any student, no matter what the reason*. Any student who misses a total of NINE (9) classes or more will automatically receive a failing grade for the course.
- C. For classes that meet once per week, *FOUR (4) absences is the maximum total number of absences allowed for any student, no matter what the reason*. Any student who misses a total of FIVE (5) classes or more will automatically receive a failing grade for the course.
- D. Partial absences (arriving more than 20 minutes late or leaving more than 20 minutes early) will count as an absence.

B. REACCIONES BREVES: (10%) cada semana hay que enviar por el foro de Oncourse (límite 9:00am del día de la clase) un breve comentario de las lecturas asignadas.

#### Participación: (15%)

La nota de participación está basada en las presentaciones del Tema de Investigación (10%), en exposiciones de lecturas (5%) y en la cantidad y calidad de comentarios en clase (5%).

- *Exposiciones de artículos* : presentación oral BREVE durante 5-10 minutos del resumen del contenido del artículo (incluyendo el tema de estudio, la metodología de investigación y resultados) y una serie de preguntas para comentar críticamente el contenido. Se debe traer una hoja escrita con el resumen y las preguntas (transparencia o una fotocopia para cada alumno/a).
- *Presentación de Tema de Investigación* : presentación oral durante 20 minutos de vuestras investigaciones. Se requiere que se acompañe la presentación oral con una hoja escrita (fotocopias o transparencia) resumiendo los hallazgos de la investigación e incluyendo una bibliografía completa del trabajo.

#### ADVERTENCIA:

**TODO TRABAJO ENTREGADO DESPUÉS DE LA FECHA INDICADA PERDERÁ 10% DE SU VALOR POR CADA SESIÓN DE CLASE DE RETRASO EN SU ENTREGA**

#### Pautas de asistencia:

Las ausencias, llegar tarde a clase o salir temprano afectarán gravemente su nota de participación. De acuerdo a las pautas de asistencia del Programa de Español, **cuatro (4) ausencias** (incluyendo ausencias justificadas) es el número máximo permitido. Cualquier estudiante que falte a cinco (5) clases o más recibirá F como nota final del curso.

#### ESCALA DE NOTAS:

A	100-93	B	81-80	D	69-68
A-	92-90	C+	79-78	D-	67-62
B+	89-88	C-	77-72	D	61-60
B	87-82	C	71-70	F	59-0

#### 5. CORTESÍA EN EL AULA

Se espera que todo alumno contribuya a crear un ambiente que fomente el aprendizaje mostrando respeto tanto hacia la profesora como hacia los compañeros y participando en todas las actividades de la clase. La cooperación respetuosa y participación son de extrema importancia.

Se ruega evitar comportamientos que interrumpen la concentración. Por lo tanto, se pide que:

- Se apaguen los teléfonos móviles antes de la clase excepto en caso de emergencia médica o de otro tipo (en este caso se ruega activar una alerta silenciosa)
- Se procure no llegar tarde a clase ni salir temprano.
- Se procure no salir y entrar en el aula durante el periodo de clase.

Recuerden que el comportamiento de uno nos afecta a todos.

#### 6. SOBRE DESHONESTIDAD ACADÉMICA

Los/as alumnos/as han de abstenerse de dar o recibir ayuda de otros durante los exámenes y han de citar ideas o materiales que no sean originales. Las penalizaciones por deshonestidad académica pueden incluir amonestaciones, suspenso (F) en un examen, trabajo o curso completo, periodo de prueba disciplinaria o expulsión.

##### Regulación departamental:

##### *Cheating and Plagiarism*

*Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct as outlined in the 1997 Code of Student Rights, Responsibilities and Conduct and on pp. 36-37 of the 2004-2006 IUPUI Bulletin also apply to the inappropriate use of Machine Translation, Web-based translation engines, or Web texts. Penalties for cheating and plagiarism may include a failing grade on a particular exam or paper, or for the entire course, disciplinary action, or dismissal.*

## 6. TENTATIVE WEEKLY SCHEDULE

NOTE: Weekly schedule may be modified as needed

- |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1  | <b>Introduction to the course</b><br>Introduction to theories of second language acquisition                                                                                                                                                                                                                                                                                                                                                                              |
| Week 2  | <b>Second language acquisition theories, individual differences and language learning strategies</b><br>Lafford, Barbara. 2000. 'Spanish Applied Linguistics in the Twentieth Century: A Retrospective and Bibliography (1900-99). <i>Hispania</i> 83: 711-732.                                                                                                                                                                                                           |
| Week 3  | <b>Acquisition of the phonological system of Spanish</b><br>Lafford & Salaberry, Capítulo 1.                                                                                                                                                                                                                                                                                                                                                                              |
| Week 4  | <b>Acquisition of tense and aspect</b><br>Lafford & Salaberry, Capítulo 2.                                                                                                                                                                                                                                                                                                                                                                                                |
| Week 5  | <b>Acquisition of subjunctive</b><br>Lafford y Salaberry, Capítulo 3.                                                                                                                                                                                                                                                                                                                                                                                                     |
| Week 6  | <b>Acquisition of pronominal system.</b><br>Lafford y Salaberry, Capítulo 4.                                                                                                                                                                                                                                                                                                                                                                                              |
| Week 7  | DUE: BOOK REVIEW<br><b>Acquisition of vocabulary</b><br>Lafford y Salaberry, Capítulo 5.                                                                                                                                                                                                                                                                                                                                                                                  |
| Week 8  | <b>Acquisition of pragmatics and culture</b><br>Lafford y Salaberry, Capítulo 6.                                                                                                                                                                                                                                                                                                                                                                                          |
| Week 9  | DUE: TAKE HOME EXAM                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Week 10 | <b>Research methods in second language acquisition</b><br><b>Classroom interaction and verbal mediation.</b><br>Alley, David. 2005. 'A study of Spanish II High School students' discourse during group work.'<br><i>Foreign Language Annals</i> , 38.2: 250-257.<br>Antón, Marta. 1999. 'The Discourse of a Learner-Centered Classroom: Sociocultural Perspectives on Teacher/Learner Interaction in the L2 Classroom.' <i>The Modern Language Journal</i> 83 : 303-318. |
| Week 11 | DUE: FINAL PAPER PROPOSAL<br>Individual conferences                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Week 12 | <b>Role of technology in second language acquisition</b><br>Blake, Robert & Ann Marie Delforge. 2006. 'Online language learning. The case of Spanish without walls.' In Rafael Salaberry & Barbara Lafford (eds.), <i>The Art of Teaching Spanish</i> , pp. 127- 147.<br>Darhower, M. 2007. A Tale of Two Communities: Group Dynamics and Community Building in a Spanish - English Telecollaboration. <i>CALICO Journal</i> 24,3. 561-590                                |
| Week 13 | <b>Acquisition of Spanish in bilingual programs and immigration contexts</b><br>Colombi, C. 2001. 'El desarrollo del registro académico del español en estudiantes latinos en E.E.U.U.' II Congreso Internacional de la Lengua Española, Valladolid.                                                                                                                                                                                                                      |

Potowski, K. 2004. Student Spanish use and investment in a dual immersion classroom: Implications for second language acquisition and heritage language maintenance. *The Modern Language Journal*, 88: 75-101.

Week 15      **Acquisition of Spanish in study abroad contexts**  
Lafford, Barbara. 2004. 'The effect of the context of learning on the use of communication strategies by learners of Spanish as a second language.' *Studies in Second Language Acquisition*, 26 : 201-225.

Week 15      PAPER PRESENTATIONS

FINAL PAPER DUE DURING WEEK OF FINALS (SPECIFIC DATE TO BE ADDED)

### LIST OF RECOMMENDED BOOKS FOR REVIEW:

AATSP. 2000. *Spanish for native speakers: AATSP professional development series handbook for teachers K-12. A handbook for teachers.* (Vol.1). Fort Worth, TX: Harcourt College Publishers.

Arrarte, G. & J. I. Sánchez de Villapadierna. 2001. *Internet y enseñanza de español.* Madrid: Arco Libros.

Baralo, Marta. 1999. *La adquisición del español como lengua extranjera.* Madrid: Arco Libros.

Colombi, C. & F. Alarcón (eds.). 1997. *La enseñanza del español a hispanohablantes. Praxis y teoría.* Boston: Houghton Mifflin Company.

Fairclough, M. 2005. *Spanish and Heritage Language Education in the United States. Struggling with hypotheticals.* Madrid / Frankfurt: Iberoamericana / Vervuert.

Geeslin, K. 2005. *Crossing disciplinary boundaries to improve the analysis of second language data: a study of copula choice with adjectives in Spanish.* Muenchen: Lincom Europa.

Isabelli-Garcia, C. 2004. *A case study of the factors in the development of Spanish linguistic accuracy and oral communication skills: motivation and extended interaction in the study abroad context.* Lewiston, N.Y.: Edwin Mellen Press.

Koike, D. & C. Klee. 2003. *Lingüística aplicada : adquisición del español como segunda lengua.* New York, NY: John Wiley & Sons.

Marzana Téllez. 2005. *Así enseñamos castellano a los quechuas.* La Paz : PINSEIB/PROEIB-Andes y Plural.

Morante Vallejo, R. 2005. *El desarrollo del conocimiento léxico en segundas lenguas. Cuadernos de didáctica del español/LE.* Madrid : Arco Libros.

Pons Bordería, S. 2005. *La enseñanza de la pragmática en la clase de E/LE.* Madrid : Arco Libros.

Potowski, K. 2007. *Language and Identity in a Dual Immersion School.* Clevedon, UK: Multilingual Matters.

Pozzo, M. I. (ed.) 2006a. *Enseñanza del español como lengua extranjera en Argentina: experiencias y reflexiones.* Rosario, Santa Fe, República Argentina : UNR Editora, Secretaría de Extensión Universitaria.

Roca, A. & C. Colombi (eds.). 2003. *Mi lengua. Spanish as a heritage language in the United States.* Washington

D.C.: Georgetown University Press.

Salaberry, R. 2000. *The Development of Past tense Morphology in L2 Spanish*. Amsterdam: John Benjamins.

Salaberry, M. R. & B. Lafford (eds.). 2006. *The art of teaching Spanish. Second language acquisition from research to praxis*. Washington DC: Georgetown University Press.

Santos Gargallo, I. 1999. *Lingüística aplicada a la enseñanza-aprendizaje del español como lengua extranjera*. Madrid: Arco Libros.

Van Patten, B. 1996. *Input Processing and Grammar Instruction*. New Jersey: Ablex

VanPatten, B. (ed.) 2004. *Processing instruction: theory, research, and commentary*. Mahwah, NJ: Erlbaum.

VanPatten, B. & Williams, J. 2007. *Theories in Second Language Acquisition: An introduction*. Mahwah, NJ: Lawrence Erlbaum.

Villalba Martínez, F., M.T. Hernández García & C. Aguirre Martínez. 1999. *Orientaciones para la enseñanza del español a inmigrantes y refugiados*. Ministerio de Educación y Cultura.

Walqui, A. & V. Galdamés. 2005. *Enseñanza del castellano como segunda lengua*. Cochabamba (Bolivia): Proeib Andes.

**NOTES:**

1. An expanded bibliography on course topics will be made available to students through Oncourse.
2. This course may be taught concurrently with S515- Acquisition of Spanish as a second language. Graduate students have additional readings (2 or 3 extra articles per week), and different assignments including a longer research paper, critical written commentaries of readings, and a teaching unit.