Spanish 303 is a course aimed at bridging the gap between the intermediate and advanced levels in a focus on review and refinement of grammar, communicative, auditory and reading skills, as well as acquisition of cultural knowledge about experiences of U.S. Latinos. Pedagogical service-learning is also a component of this course, on an elective basis. In accordance with ACTFL/NCATE standards, Spanish 303 addresses all areas of Standards 1 and 2 ("Language, Linguistics and Comparisons"; "Culture, Literatures, and Cross-Disciplinary Concepts") for all students, all areas of Standards 3 and 4, and Part a of Standard 5 for Spanish education candidates.

Objectives: In accordance with the ACTFL (American Council on the Teaching of Foreign Languages), this course will address, to varying degrees, all five of standards areas for foreign language learning: Communication, Cultures, Connections, Comparisons, and Communities.

Through the acquisition of new and more specialized vocabulary and the review of grammatical concepts from previous courses, together with efforts to improve comprehension and abilities by speaking, listening, reading, writing and watching Spanish language video, students will address all three standards in the area of “Communication”: “Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions” (1.1); “Students understand and interpret written and spoken language on a variety of topics” (1.2); “Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics” (1.3); moreover, the new vocabulary acquisition demonstrates engagement with Standard 3.1 in the category of “Connections: “Students reinforce and further their knowledge of other disciplines through the foreign language.”

Via interaction with native speakers in the university setting (primarily through our Hispanic ESL students) and in the Hammond community, students demonstrate adherence to Standard 5.1 in the area of “Communities: “Students use the language both within and beyond the school setting” (5.1).

Finally, by reading many short essays focused on Latino issues, and most especially the challenges they face here in the United States, and by engaging in interviews and or small group discussion with native speakers, both within and outside the classroom setting, students exhibit alignment with all standards in the areas of Cultures and Comparisons: “Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied” (2.1); “Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied” (2.2); “Students demonstrate understanding of the nature of language through comparisons of the language studied and their own” (4.1); “Students demonstrate understanding of the concept of culture through comparisons of the cultures studied...
and their own” (4.2). Additionally, these types of activities are reflective of Standard 3.2: “Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.”

**General Statement of the Conceptual Framework:** The COEHD’s Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (D) and Technology (T) are included in the assessment process as themes that are integrated throughout all programs in the educational unit.

**Objectives:**
Upon completion of this course, all students will be able to:

- demonstrate passing ability to utilize grammatical structures reviewed in the basic course textbook (CK)
- conduct interviews with native speakers of diverse Spanish-speaking backgrounds (D), for the purpose of obtaining information and engaging in conversation while utilizing vocabulary and grammatical structures focusing on a variety of themes (CK).
- compare and contrast Anglo-American and Latino views on politics, education, religion, history, codes of conduct, changes within our communities regarding these issues, and the like (CK).
- dramatize communicative encounters, through role play, with native Spanish speakers in the community who may need basic translation or interpretation assistance (CK).
- obtain information from authentic reading materials from journalistic, web, and literary sources, interviews, music and films (CK).
- produce a comprehensible ten-minute target-language oral presentation based on investigation of authentic sources in the target language, or on a service-learning project in area schools or churches (CK)
- produce a literate, two-page typewritten report, written in the target language and utilizing correct MLA format, based on the oral presentation project (CK).

Service-learning students who are also education candidates will further be able to:

- explain the various cognitive, socio-cultural, linguistic and affective factors that have a bearing on student performance in area school foreign-language classrooms (KL; D)
- use current computer technologies or other audio-visual aids as a teaching tool for age-appropriate activities as well as for peer-directed information via the end-of-semester presentation (T)
- produce and utilize a practical plan for teaching mini-lessons in foreign languages, in an instructional context either of their own choice or selected with the assistance of supervisory teachers in the area schools (CK; SM; KL; PS)
- create pedagogical materials to be included in a teaching portfolio that may be at various stages: introductory, developing or competency levels (CK; SM; KL; PS; D; T)
- observe and critique a foreign language class or classes, producing reflection artifacts or evidence for the teaching portfolio (CK; SM; KL; PS)
• familiarize themselves, through direct-contact observation or teaching experience, with major professional, pedagogical and curricular issues affecting foreign language instruction (SM; PS)
• develop practical teachers' experience with foreign language teaching such as lesson planning, setting goals and standards, activities for the classroom and classroom management (SM; KL; PS)
• familiarize themselves with pedagogical activities such as small-group conversation, composition writing, with self- and peer- editing, Spanish Club activities, collection or reading materials, songs, videos and DVDs (SM; KL; T; D)

Form of Course:
Lecture and optional field experience

Field Experience:
Education candidates are strongly encouraged to engage in six (6) hours of supervised direct-contact teaching experience by participating in the development and implementation of mini lessons in Spanish of a linguistic or cultural nature, and four (4) hours of observation or assistance with classroom activities such as conversation and composition groups, dramatizations, or role play, tutoring, responses to student writers' work-in-progress, language club events, collection of reading materials, songs, videos and DVDs, and the like. These efforts take place in area pre-K, elementary, middle and high schools that offer an accredited program of foreign language study. Additional settings for service learning are provided for non-education majors. Students' work will apply any prior training received in basic education courses and their work will serve as a basis for individual and group-based critical reflection in their final class presentation. They will also produce educational artifacts to be incorporated into their introductory, developing or competency portfolios, as required during their overall training in pedagogy.

Resources Outside of Class Which You May Find Useful:
• Univisión, Telemundo, etc. (FLRC and on cable TV)
• Music TV in Spanish (FLRC)
• Magazines in Spanish (People and Latina, etc.)—(samples in the FLRC)
• 8:30 A.M. radio from New Orleans
• Newspapers in Spanish, some examples of which are given below:
  • www.dfw.com/mlb/laestrella/news/local/ (Dallas/Ft. Worth)
  • www.miami.com/mlb/elnuevo/news/local/ (Miami)
  • www.laopinion.com/ciudad/ (Los Angeles)
  • www.eldiariolaprensa.com/noticias/index.aspx (New York)
  • www.voceronews.com (New Orleans: bilingual for Louisiana, Mississippi, and Alabama
  • www.hispanicneworleans.com/51.html (New Orleans)

This course has also been designated as a service-learning (S-L) course. S-L involves using spoken and written Spanish and cultural knowledge which you may gain in this course to provide a service to residents of nearby communities. Participation in a service learning project is optional, but it is encouraged for everyone, especially Spanish majors. I will identify and explore sites for those of you who opt to follow this tract.