



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: SPAN

Course and Section #: 4100-001

Course Title: Teaching Spanish Grammar

Credits: 3

Course Description

Enables prospective Spanish educators to acquire the strategies, methodology and techniques of how to present deductive and inductive principles of Spanish grammar. Discusses basic theory, principles and tools of Spanish linguistic issues. Includes extensive principle development and microteaching used as an assessment tool.

During this course, we will discuss basic theories of language teaching and learning, plan Standards-based units and lessons, aligning assessments with learning objectives, teach beginning-level vocabulary, grammar, culture, and the four skills (speaking, listening, reading, writing), and assess students' language and culture learning.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Rebeca Lindheimer

Student Learning Outcomes

Upon successful completion, students should be able to:

1. Demonstrate thorough knowledge of all levels of secondary education Spanish grammar.
 2. Demonstrate through microteaching techniques the content and use of Spanish grammar.
 3. Produce enough strategies, materials and visual aides to enhance the teaching and learning of Spanish grammar.
 4. Demonstrate diverse grammatical teaching techniques to benefit different learning styles.
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Course Materials and Texts

Taylor, J. S., & Bateman, B. (2011). *Fundamentals of language teaching: What every Spanish teacher needs to know* (revised ed.).

Otras lecturas (en CANVAS):

Bateman, B. (2007). *Theme-based language learning and the teaching of vocabulary*. Unpublished document, Brigham

Young University, Provo, UT.

***Bateman, B., & Mattos, M. (2006, Fall). An analysis of the cultural content of six Portuguese textbooks. *Portuguese*

Language Journal, 2.

McMillan, J. H. (2001). *Classroom assessment: Principles and practice for effective instruction* (2nd ed., Ch. 6: Assessing

knowledge and simple understanding, pp. 144-152). Needham Heights, MA: Allyn & Bacon.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Evaluación de acuerdo a los siguientes parámetros

Asistencia y participación 20%

Lecturas 10%

Proyectos 30%

Prácticas 40%

Escala

93-100% = A 83-86% = B 73-76% = C 63-66% = D

90-92% = A- 80-82% = B- 70-78% = C- 60-62% = D-

87-89% = B+ 77-79% = C+ 67-69% = D+ 0-59% = E

The following is a description of each category.

Asistencia y participación: To achieve all points, you need to complete the readings (if any) before class, arrive on time, and actively participate during the entire class. For each class period, 10 points will be given for attendance and participation. If you are late/leave early, you may lose points. If you don't actively participate, you may lose points.

Lecturas: The readings to be made from the textbook and documents in CANVAS indicated in this document. Before you come to class, you should complete each reading and post your reaction to the reading in CANVAS (discussions). Each post should be approximately one paragraph, commenting on the points of the reading that were new to you, what you found interesting, or even possible doubts.

Proyectos: During the semester you will carry out various projects, including the evaluation of a book and preparation of a segment of a test. Specific instructions for each of these tasks will be given.

Prácticas: you will have the opportunity to teach micro-lessons in the class. You are also required to teach one in a Spanish class.

You will be required to observe a language classroom during the semester. In addition, you must teach a lesson during the semester (in a classroom at your practicum school) under the supervision of your host teacher. During your presentation ("lesson") you will be evaluated by your cooperating teacher. The teaching visit will occur during the second half of the semester. Additional details to be provided.

Thoughtful planning with your cooperating teacher is required.

Personal Improvement in Target Language: You will submit a plan for improving your second language through daily or weekly activities, which will be kept in the form of a **journal**. Entries may highlight, but are not limited to, working on your oral skills with native-speakers, improving your ability

to teach specific lexico-grammatical structures, or expanding your knowledge of cultures associated with your language of study. Your journal should consist of 8 entries; each entry should be a minimum of ½ page (single-spaced), and well-articulated. The content of your journal entries should aptly reflect the questions studied in class. Avoid superficial commentary.

Required or Recommended Reading Assignments

Click here to enter text.

General Description of the Subject Matter of Each Lecture or Discussion

Horario (sujeto a cambios)

Fecha	Tarea antes de la clase	Actividades en clase
7 de enero		Introducción. Metas personales para la mejora de la lengua, etc.
9 de enero	Leer (CANVAS) World-Readiness Standards for Learning Languages y comentar en CANVAS	<i>Standards for Foreign Language Learning</i>
14 de enero	No hay clase	
16 de enero	Leer TyB Cap. 3 y comentar en CANVAS	Metodologías
21 de enero	Proyecto: evaluar un libro de texto	Evaluación de libros de texto
23 de enero	Proyecto: hacer plan de unidad Práctica: enseñar canción	Planeamiento de unidades y lecciones
28 de enero	Leer TyB cap. 5 y comentar en CANVAS	Cómo escribir objetivos de aprendizaje
30 de enero	Leer TyB cap. 6 y comentar en CANVAS Leer <i>Vocabulary</i> y comentar en CANVAS	Actividades de calentamiento, enseñar en lengua meta, etc.
4 de febrero	Práctica: enseñar vocabulario, Proyecto: actividad auditiva Leer TyB pp. 120-134, 145-158 y comentar en CANVAS	Comprensión auditiva Cómo enseñar vocabulario
6 de febrero		Continuación
11 de febrero	Leer TyB Cap. 8 y comentar en CANVAS	Presentaciones de canciones, actividades de calentamiento Expresión oral: <i>ACTFL Proficiency Guidelines</i> , actividades comunicativas, enseñar pronunciación
13 de febrero	Proyecto: enseñar usando textos auténticos	Comprensión de lectura, actividades pre-, durante y post-lectura
18 de febrero	Leer TyB Cap. 9 y comentar en CANVAS	Expresión escrita: propósito y audiencia; el proceso de escribir: cómo responder a los trabajos de los alumnos
20 de febrero	Leer TyB Cap. 10 y comentar en CANVAS	Cómo enseñar gramática
25 de febrero	Proyecto: preparar lecciones de gramática	Continuación
27 de febrero		Gramática

4 de marzo		Continuación
6 de marzo	Leer TyB Cap. 11 y comentar en CANVAS	Cómo enseñar cultura
18 de marzo	Proyecto: preparar lecciones de cultura	
20 de marzo	Leer TyB Cap. 12 y comentar en CANVAS	Técnicas de investigación cultural
25 de marzo		Tipos de evaluación y preguntas
27 de marzo	Leer McMillan (CANVAS) y comentar en CANVAS	Evaluación
1 de abril	Proyecto: escribir 5 segmentos de una prueba	Integrated Performance Assessments (IPAs)
3 de abril	Proyecto: diseñar una cartelera	IPAs
8 de abril		Uso de tecnología
10 de abril		Más sobre planeamiento y evaluación
15 de abril	Leer Shrum y Glisan y comentar en CANVAS	Continuación
17 de abril	Terminar proyectos, entregar, etc	Cómo acomodar diversidad en el aula
22 de abril	Terminar proyectos, entregar, etc	

Required Course Syllabus Statements

Generative AI

University Policies on Accessibility, Academic Integrity and More

Please visit the "**How to Succeed Online**" site linked in the menu to the left.

(<https://www.uvu.edu/otl/students/policiesandprocedures.html>) This webpage not only has a number of helpful videos and tools to help you succeed online, it is also the site of UVU course policies and procedures including the policy on **academic integrity** and **disability services**.

Problem Resolution

Problems or concerns should be addressed to me first (in most situations). If we are unable to resolve concerns together you may contact Dr. Jorge Nisguritzer, my supervisor. You can arrange an appointment with him by email at nigurjo@uvu.edu.

About AI

The Department of Philosophy and Humanities recognizes that Artificial Intelligence and Natural Language Processing Tools are largely accessible to students and will be used by many in higher education for the foreseeable future. However, the skills taught in the humanities are unique. We aim to educate students in the careful reading of texts, the development of rigorous writing skills, the analysis and use of arguments, and to foster the thoughtful application of each of these skills in students' personal and social development. Research has not yet determined what bearing the use of AI tools in the classroom will have upon the successful acquisition of these skills.

Therefore, at this time, online learning support platforms (like ChatGPT or Google Bard) may not be used for course assignments in our department except as explicitly authorized by the instructor. Any assignment or content composed by any resource other than the student (whether human or digital) must be attributed to the source through proper citation. Unacknowledged use of online learning support platforms is a form of scholastic dishonesty and will be treated as such.

Statement on Classroom Recording

The recording or streaming of class lectures and discussions is expressly forbidden (except under disability accommodations). This prohibition is to preserve a "legitimate pedagogical objective" (e.g., candid classroom discussion). The automated recordings made of this class may be used **only** for personal study. Any other use or distribution is a violation of student conduct and can result in academic discipline and civil repercussions.

Student Responsibilities and Behavior

Students are expected to perform in accordance with the [Student Rights and Responsibilities Code - Policy 541](https://www.uvu.edu/studentconduct/students.html) (<https://www.uvu.edu/studentconduct/students.html>). This includes the following:

- Attend and actively participate in class regularly.
- *Learn to use and navigate Canvas through the tutorial and contact the Help Desk (See UVU Policies & Services or Get Help menu to your left) if you have any problems with "technology-related" aspects of the course.*
- *Learn and use the communication tools in the online course to be present and meaningfully participate.*
- *Be accountable for course requirements, including adequate preparation through related course materials, and learning activities.*
- *Complete all assignments on time as noted in the lessons.*
- *Abide by ethical standards. Your work must be your own.*
- *Contact me as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension. Extensions are only given when a viable emergency exists AND you have communicated with me early.*

Instructor Responsibilities:

As the instructor, I will:

- *Respond to emails promptly, within 24 hours on school days. If multiple emails are received regarding the same question or concern, they may responded to with an Announcement to the entire class.*
- *Provide timely, meaningful and constructive feedback on assignments.*
- *Help guide and facilitate students through course material to provide an effective learning experience.*
- *Refer students to appropriate services for issues that are non-course content specific. For instance, technical issue, writing labs, accessibility services, etc.*
- *Mentor students though the course.*

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or

immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.