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[Class Schedule](#)
[Office Hours](#)

Spa 3307

Culture and Civilization of Latin America:
TEACHING FOCUS

Required material:

Texts:

Chang-Rodriguez, Eugenio. *Latinoamérica: Su civilización y su cultura*. Boston: Heinle & Heinle. (2008).

Suggested Material:

Website:

LC&C Main Site: <http://latinoamerica.heinle.com/>

LC&C Self-tests: http://latinoamerica.heinle.com/auto_pruebas_frame.html

Miscellaneous:

A spiral notebook (class journal)

Overview of course:

In this course we will complete a panoramic study of the history, cultures, and civilizations that embody "Latin America", paying specific attention to the human significance of these traditions, ideas, and philosophies. The organization of this panoramic study will be chronological, beginning with the Pre-Columbian cultures and ending in the 20th century. The thematic focus of class will pivot around historical, anthropological, sociological, artistic, musical, and cultural themes.

Unlike traditional Spa 3307 courses, however, this course will be designed refine student-teacher pedagogical skills. The format of the class will be one in which the student reads the textbook and answers content-based questions independently and then formulates a teaching module that expands on the material. Each week students will be expected to deliver a teaching module based on the material learned in the chapter being studied. Afterwards, students will discuss the delivery of their lesson and write a reflection paper that evaluates the effectiveness of their teaching method and the choices made during classroom delivery. Student teaching presentations may include lectures, discussions, group work, debates, oral or listening exercises, and multimedia presentations. Each presentation must differ from the previous one in format. During preparation as much attention should be given to the intended audience as the content material itself.

Modern Language Program Outcomes and the New General Education Program Learning Outcomes:


Every Spanish course is designed to help students meet the Modern Language Program Outcomes, the Pennsylvania Department of Education’s Standards for Foreign Language study, and the NCATE Proficiency Standards. As an upper level course, this course is principally designed to help student majors fulfill their Program Requirements and meet final NCATE requirements. This course may not taken as “pass/fail”.

While speaking, reading, writing, and listening skills in the target language will be emphasized in this course, the main focus of this course will to improve one’s understanding of historical and cultural texts so as to more effectively deliver a teaching module related to them. One can expect to expand just as many pedagogical skills as literary and analytical skills.

At the professor’s discretion, certain assignments may be anonymously collected during this course and used to assess student completion of any of the SLOs mentioned below. Collected items may include: (1) written exams, (2) homework assignments, and even (4) video-taped oral presentations.

Spa 3307 Student Learning Outcomes (SLOs)		Concomitant SLOs			
		Program Level SLO	General Education	PDE Standards	NCATE
Listening	L1 Can recognize how each cultural context determines grammatical usage/accuracy when engaged in face-to-face conversations or listening to highly contextualized messages or to instructions—thus, becoming more aware of the differences between Spanish and English.	All of the Listening, Speaking, Reading, and Writing SLOs in Spa 3307 course represent another step in a tiered course structure that is designed to help BA and BSE majors reach the ADVANCED level of the target language consistent with the National Standards for Foreign Language Education (NCATE) by the end of their program of study. Upon completing this course students will not fulfill in their entirety any of the Program Level SLOs related to listening, speaking, reading, writing, or phonology.	Global Perspectives: Option 1 requires students to reach the ACTFL proficiency level NOVICE HIGH in the areas of listening, speaking, reading, and writing after completing two sequential language courses. Before beginning this course, students should have already reached this level in all these areas. This course can be used only as a substitute for lower level courses, but must be taken as part of a two course same-language sequence.	None	After completing this course students will reach at least the level of proficiency ACTFL qualifies as ADVANCED-LOW in all the areas of Listening, Speaking, Reading, and Writing. NCATE requires BSE students to reach ADVANCED-LOW level of oral proficiency before graduating.
	L2 Can derive substantial meaning from complex discourse typically understood by Advanced-level listeners, although there often will be gaps.				
Speaking	S1 Can narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect.			1A	
	S2 Can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.				
	S3 Can use communicative strategies such as rephrasing and circumlocution.				
Reading	R1 Can understand conventional narrative and descriptive texts with a clear underlying structure.			None	
	R2. Can understand the main ideas and some supporting details.				
	R3 Begin to understand textual sequencing, time frame, chronology, and tone.				
	R4 Can understand textual descriptions and derive some meaning from straightforward argumentative texts.				
Writing	W1 Can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs.			1A	
	W2 Can narrate and describe in different time frames when writing about everyday events and situations.				

Culture	C1 Demonstrate the ability to perceive, to recognize, and to appreciate cultural differences.	Although students will acquire and demonstrate most Program Level SLOs related to the analysis and comparison of Latin American culture and history. Students will be able to situate a Latin American culture in its historical framework and understand its cultural framework.	Meets Global Perspectives Option 1 Goal > identifying prominent cultural traits and concepts.	1E	This course's SLOs related to culture (C1-4) help students reach Standard 2.1, 3.2, and 4.1 of the Standards for Foreign Language Learning advocated by ACTFL. No proficiency levels have been developed for these goals as of yet.
	C2 Recognize and understand the historical and cultural information presented in the textbook.		Meets Global Perspectives Option 1 Goal > demonstrate sufficient reading comprehension in the language of the target culture	1F	
	C3 Identify the key characteristics and cultural history that distinguish the many Spanish speaking cultures.		Meets Global Perspectives Option 1 Goal > identifying prominent cultural traits and concepts.		
	C4 Identify mayor cultural and socio-historical aspects of the Hispanic world.				
Technology	T1 Utilize technology and information sources to access news and other historical or cultural information	Students will be encouraged to research historic and cultural information in order to prepare their teaching modules. This represents a significant step towards meeting the Program Level SLO related to Technology and Language Acquisition.	None	None	None
Teaching Methodology	TE1 Designs Teaching Modules according to appropriate developmental level.	All of these particular SLOs are designed to help BSE students meet their educational Program Goals. None of these SLOs are applicable to BA students.	None	None	These course SLOs help students meet ACTFL Standard 3A & 3B.
	TE2 Creates a supportive classroom learning environment by creating and including activities that require students to negotiate meaning.				
	TE 3 Use a variety of instructional strategies to engage students in critical thinking and problem solving.				
	TE 4 Integrates the national and state foreign language Standards into their Teaching Modules.				
	TE 5 Uses ACTFL standards and curricular goals to evaluate, select, adapt, and reflect on instructional design.				These course SLOs help students meet ACTFL Standard 4A & 4B.

System of Evaluation			Criteria and Weight		
Standards of Measurement					
	Performance Description	Grade	Percentage	Text Readings	15%
	Excellent	A	93 > 100 %	Teaching Reflections	10%
		A-	90 > 92 %	Teaching Modules	10%
	Good	B+	87 > 89 %	Midterm	25%
		B	83 > 86 %	Research Essay	
		B-	80 > 82 %	Prelim. Bibliography	2.5%
	Satisfactory	C+	77 > 79 %	Annot. Bibliography	2.5%
		C	73 > 76 %	Final Draft	10%
		C-	70 > 72 %	Final Exam	25%
	Marginal	D+	67 > 69 %		
		D	63 > 66 %		
Falling	D-	60 > 62 %			
	F	0 > 59 %	Total	100%	

Important Dates	
March 8 th – Preliminary Bibliography	March 15 th , 2013 – Midterm
April 19 th – Annotated Bibliography	May 17 th , 2013 – Final Exam and Research Essay

Midterm and Final Exam:

The Midterm Exam and the Final Exam are designed to test the student's comprehensive understanding of the historic and cultural concepts presented in the textbook. These tests are accumulative in nature.

Students MUST take the Midterm and Final Exam on the day scheduled for examination. If a student is absent from any Exam, Midterm, or Final Exam, then s/he will receive a zero (unless the student has made a **prior** arrangement with the professor or can provide the professor with a copy of the signed excuse from a physician, coach or other authority **no later than** the first class period after the excused absence).

The idea of "dropping of low exam or quiz scores" does NOT exist in this course nor does extra credit.

Text Readings:

It is the student's responsibility to periodically complete the weekly textbook readings, turn-in the respective review questions, keep a reading journal using the Modified Cornell Method of Note Taking, and write three questions per chapter that serve to expand the student's knowledge and develop a theme for his/her upcoming Teaching Module. Each of these activities counts toward the Text Readings grade and should be submitted in a timely manner. This allows the professor and student to track his/her progress and give/receive feedback.

Teaching Modules:

Each student is required to present a weekly Teaching Module that is based on one of the historic or cultural themes presented in the assigned textbook reading. The design of this K-12 Spanish lesson should expand on the textbook reading, develop one of the students Text-based Reading Questions, and reflect appropriate pedagogical choices.

Teaching Reflection:

After presenting and informally discussing the effectiveness of each Teaching Module with their professor, students will write a short pedagogical reflection paper. This should be at least a one page typed composition (Times Roman 12, 1 ½ spaced). In each pedagogical reflection, students are expected to specifically correlate and use pedagogical theory to critique their own teaching methods.

Research Essay:

The format of this 5-7-page document must follow MLA guidelines for Research papers. This Research essay will be completed and evaluated in a staged process (Preliminary bibliography, Annotated Bibliography, Final Draft, and Oral presentation). More detailed information regarding its content, method of evaluation, and purpose will be presented in class.

Class Participation:

Regular and punctual class attendance is expected. In order for an absence to be considered “excused” a student must document any illness, serious mitigating circumstances, or official university representation. Any “unexcused” absence will result in a 15% reduction in the student’s final Participation grade at the end of the semester.

Class participation to be evaluated in accordance with the [General Guidelines for Class Participation](#) and in accordance with the system of [Peer Scoring of Class Participation](#). Students will receive participation scores from their peers as well as the professor (60% professor, 40% peers). Any partial absence (over 15 minutes) will result in a maximum score of 2.5 for the day.

Academic Integrity:

Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Any form of cheating may result in failure of the course. (For more additional information concerning academic honesty and university policy, please, consult the MU [Academic Integrity Policy](#)).

The Syllabus:

This syllabus serves as a contractual agreement between you and Dr. William P. Keeth, the Instructor of Record for this course. *Only the Instructor of Record may issue your course grade.* Presence in this class means that you agree to the items stipulated in the syllabus and are aware of any modifications made throughout the semester. One should periodically check the course web site for any updates to the syllabus and/or class calendar.

Class records and Grades:

Oversee your grade by monitoring your progress and maintaining contact with your instructor. Any student material or record that has been returned to the student becomes the student's responsibility to maintain as a permanent record for the course. Students are responsible for picking up any materials that are made available to them or are returned in class. If a student loses these records and the professor does not have a copy of the material available, the student will receive a failing grade for the particular activity.

Students with Special Needs:

Any students with documented psychological or learning disorders or other significant medical conditions that may affect their learning should contact Mr. William Chabala in our [Counseling Center](#) (144 South Hall, Phone: 662-4695; mwchabala@mansfield.edu). Mr. Chabala will provide the professor with the appropriate letter and materials that will enable him to serve each student's particular needs more effectively. If a student has an exceptionality that requires class or testing accommodations, Mr. Chabala will work with the student and the professor to identify and implement appropriate interventions.