

**California State University, Fresno**  
**Department of Modern and Classical Languages and Literatures**

**SPANISH IN BILINGUAL SCHOOLS (3)**

**SPAN 134**

**Prerequisite: Span 118 or 121 and 122 or 119. Emphasis on Spanish language development for bilingual teachers at the elementary level. Presentation of specialized vocabulary in teaching elementary courses. Development and evaluation of bilingual teaching materials in Spanish.**

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**Office Hours: Tu-Th- 8:30-9:30 AM**  
**4:00-5:00 PM/ Other days/times**  
**by appointment**

**TEXT:** **Educación y docencia**

The instructor will provide some resources and additional didactic materials.

**ATTENDANCE & PREPARATION:**

Attendance, arriving on time to class, and active participation are essential. This includes being prepared with your lesson plans, letters and assigned homework.

**GRADING:**

Attendance and active participation in all classes **15%**  
Lesson plans, simulated presentations and oral reports **45%**

Exit Exam (Language Proficiency) **40%**

**MAJOR INSTRUCTIONAL GOAL**

The purpose of this course is to improve all four language skills of the students who are preparing to become bilingual teachers. Emphasis will be placed on Spanish as an instructional tool and on the Spanish spoken by children in the different levels of bilingual classes at the elementary school. This course will cover two levels: a) University level, study and review of terminology and grammatical concepts of the content of courses for the bilingual students; b) Elementary level, recognize, analyze, adapt and design materials to serve the linguistically and culturally diverse students of California.

## **GUIDE:**

All the participants should consult all the Spanish didactic resources available in order to prepare and present (4)\* assigned lesson plans and (1) letter. Of the (4) plans, there will be only (3) simulated presentations in class. Each student will have approximately 15 minutes to present their simulated plan and 7 minutes to hear positive and constructive suggestions. **One of the four plans will be presented in a local elementary school setting. This is an obligatory requirement for all students. Therefore, each student shall have the responsibility of making the necessary arrangements (select topic, day and hour) with a bilingual teacher in order to present during the semester a lesson plan in an off campus classroom setting. The subjects covered will be the following:**

- (1) Language and Culture**
- (1) Mathematics**
- (2) Science (Natural & Social)**

*All writing assignments are in Spanish and should not contain spelling, punctuation and accent mark errors, or patterned errors in grammar or syntax, and should contain varied/professional /academic language.*

Students are encouraged to communicate effectively (in Spanish) through both written and verbal processes (to be assessed by oral reports and lesson plan presentations). Students will be required to provide a lesson plan of the presentation for the class and the instructor. All student presentations are evaluated by their own peers and the instructor through class discussion and written evaluations.

### **Primary Learning Outcomes**

**Students completing this course will be able to:**

1. Demonstrate competence in reading, writing, listening, speaking, communicating, and reasoning in the foreign language (Spanish).
2. Use academic and technical terminology to do research in the subject matter.
3. Write coherent lesson plans and assignments, using appropriate stylistic devices and sociolinguistic parameters for given audiences, purposes and occasions.
4. Evaluate the use of language to inform, persuade and evoke reader response.
5. Deliver lesson plan presentations in Spanish with ease and confidence.

## Assessment Criteria for Spanish 134

90-100= A (90% of all assignments are completed)- **Accomplished.** Performance of the student has demonstrated highly innovative interpretations, perspectives, or applications of course content.

80-89= B (80% of all assignments are completed)-**Competent.** Performance of the student has demonstrated coherent interpretations, perspectives, or applications of course content.

70-79= C (70% of all assignments are completed)-**Developing.** Performance of the student has demonstrated minimal interpretations, perspectives, or applications of course content.

60-69= D/F (60% of all assignments are completed)- **Unsatisfactory.** Performance of the student has been unsatisfactory. Fails to interpret or apply.

**Cheating and Plagiarism:** "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

**Disruptive Classroom Behavior:** "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained.... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

**Classroom Policies:** Students may **NOT** have telephones, beepers or other electronic items that might potentially disrupt the lesson. If you do bring them to class, please turn them OFF. While in class, it is required that students be prepared and focused on the task at hand. The reading of material that is not relevant to the course during class time will not be allowed.

**Students with Disabilities:** Upon identifying themselves to the instructor and the University, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

**Honor Code:** “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)

b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

**NOTES:**

This class is taught in Spanish. All assignments are also in Spanish. Attendance and active participation at all class meetings is required. Students accumulating three or more absences will lose up to **15%** of the final grade.

\*Only three of the best lesson plan grades will be used to establish the final grade.

The schedule and procedures for this course are subject to change in the event of extenuating circumstances. Please check the course Blackboard site frequently for details and announcements.

**FINAL EXAM PREPARATION & FACULTY CONSULTATION DAYS:**

**THURSDAY AND FRIDAY DEC 9-10**

**FINAL SEMESTER EXAMINATIONS: MONDAY-THURSDAY- DEC 13-16**

**FINAL EXAM IN THIS COURSE: Dec 14- 11:00A-1:00P**

**SPAN 134 SP BILING SCHOOL SECTION 05# 36263 TUES/THURS/ 11:00- 12:15**

**PROGRAMA PROVISIONAL**

**Primera semana:** Consideraciones generales, prerequisites del curso y entrevistas.  
Cortometraje: “El árbol de la música”.

**Segunda semana:** Componente del examen de salida: Dictado. Continuación de entrevistas. Formación de grupos para las exposiciones de los capítulos del texto: “Educación y docencia”.

**Tercera semana:** Todos leerán el capítulo 12 . El profesor explicará y presentará( con la participación de todos los alumnos) :**Un modelo e ideas** para las exposiciones de los capítulos del texto: “Educación y docencia” ( handouts). Entregar resumen interpretativo: “El árbol de la música”.

**Cuarta semana:** Se inician las exposiciones sobre los capítulos asignados. Se explicará el formato para la evaluación de las exposiciones.

Nombres de los-las ponentes y número de capítulo:

Grupo #1 \_\_\_\_\_ Capítulo # \_\_\_\_\_

Grupo # 2 \_\_\_\_\_ Capítulo # \_\_\_\_\_

Grupo # 3 \_\_\_\_\_ Capítulo # \_\_\_\_\_

Grupo # 4 \_\_\_\_\_ Capítulo # \_\_\_\_\_

Grupo # 5 \_\_\_\_\_ Capítulo # \_\_\_\_\_

**Quinta semana:**

Nombres de los- las ponentes y número de capítulo

Grupo # 6 \_\_\_\_\_ Capítulo # \_\_\_\_\_

Grupo # 7 \_\_\_\_\_ Capítulo # \_\_\_\_\_

Grupo # 8 \_\_\_\_\_ Capítulo # \_\_\_\_\_

**Sexta semana:**

Nombre de los-las ponentes y número de capítulo

Grupo # 9 \_\_\_\_\_ Capítulo # \_\_\_\_\_

Grupo # 10 \_\_\_\_\_ Capítulo # \_\_\_\_\_

Modelo: Plan de una lección . ¿Oración o frase? Repaso rápido de la definición de cada una de las nueve partes de la gramática y su función en la oración o en la frase: artículo, sustantivo, pronombre, adjetivo, verbo, adverbio, preposición, conjunción e interjección.

**Séptima semana:** Se inician los simulacros sobre los temas pre- seleccionados por los participantes y aprobados por el profesor. Si el tiempo y el número de participantes lo permite, podrán hacerse hasta seis simulacros por semana. Si lo anterior no es posible, simplemente se recorrerán las fechas sucesivamente.

1. Título del plan: \_\_\_\_\_  
Nombre del- de la ponente: \_\_\_\_\_

2. Título del plan: \_\_\_\_\_  
Nombre del- de la ponente: \_\_\_\_\_

3. Título del plan: \_\_\_\_\_  
Nombre del ponente - de la ponente: \_\_\_\_\_

4. Título del plan: \_\_\_\_\_  
Nombre del -de la ponente: \_\_\_\_\_

5. Título del plan. \_\_\_\_\_  
Nombre del - de la ponente: \_\_\_\_\_

6. Título del plan: \_\_\_\_\_  
Nombre del -de la ponente: \_\_\_\_\_

**Octava semana:** Continuación de los simulacros.

7. Título del plan: \_\_\_\_\_  
Nombre del - de la ponente: \_\_\_\_\_

8. Título del plan: \_\_\_\_\_  
Nombre del -de la ponente: \_\_\_\_\_

9. Título del plan: \_\_\_\_\_  
Nombre del - de la ponente: \_\_\_\_\_

10. Título del plan: \_\_\_\_\_  
Nombre del - de la ponente: \_\_\_\_\_

11. Título del plan: \_\_\_\_\_  
Nombre del - de la ponente: \_\_\_\_\_

12. Título del plan: \_\_\_\_\_  
Nombre del - de la ponente: \_\_\_\_\_

**Novena semana:**

13. Título del plan: \_\_\_\_\_  
Nombre del - de la ponente: \_\_\_\_\_

14. Título del plan: \_\_\_\_\_  
Nombre del - de la ponente: \_\_\_\_\_

15. Título del plan: \_\_\_\_\_  
Nombre del -de la ponente: \_\_\_\_\_

16. Título del plan: \_\_\_\_\_  
Nombre del -de la ponente: \_\_\_\_\_

17. Título del plan: \_\_\_\_\_  
Nombre del- de la ponente: \_\_\_\_\_

18. Título del plan: \_\_\_\_\_  
Nombre del -de la ponente: \_\_\_\_\_

**Décima semana: AJUSTES Y PREPARACION PARA LOS COMPONENTES DEL EXAMEN DE SALIDA: SEGUNDO DICTADO**

**Undécima semana:** Continuación de presentación de simulacros.

19. Título del plan: \_\_\_\_\_  
Nombre del- de la ponente: \_\_\_\_\_

20. Título del plan: \_\_\_\_\_  
Nombre del- de la ponente: \_\_\_\_\_

**Duodécima semana** – COMPRESION Y LECTURA

**Décima tercera semana** AJUSTES – REDACCION DE COMPOSICIONES

**Décima cuarta semana** HOLIDAY- THANSKGIVIING

**Décima quinta semana** LAST DAY of INSTRUCTION

**HOJA DE OBSERVACION Y EVALUACION DEL CAPITULO**

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_ Calificación \_\_\_\_\_  
Capítulo : \_\_\_\_\_

Sobresaliente= 5    Muy bien= 4    Bien= 3    Regular= 2    Mal= 1

**Expresión oral:**

1. Pronunciación: \_\_\_\_\_
2. Vocabulario: \_\_\_\_\_
3. Gramática: \_\_\_\_\_
4. Fluidez: \_\_\_\_\_

**Expresión escrita:**

5. Puntuación: \_\_\_\_\_
6. Acentuación: \_\_\_\_\_
7. Ortografía: \_\_\_\_\_
8. Estructura sintáctica \_\_\_\_\_

**Recursos y estrategias de la exposición:**

9. Motivación/contacto (visual) \_\_\_\_\_
10. Control y orden en la clase \_\_\_\_\_
11. Voz (fuerte/baja) adecuada \_\_\_\_\_
12. Se presentó un buen resumen del capítulo \_\_\_\_\_
13. Se incluyó información que no aparece en el capítulo \_\_\_\_\_
14. Materiales didácticos: originales y organizados \_\_\_\_\_
15. Conocimiento del tema presentado \_\_\_\_\_
16. Explicaciones claras y precisas \_\_\_\_\_
17. Se contestaron las preguntas \_\_\_\_\_
18. Se usó adecuadamente el pizarrón/retroproyector \_\_\_\_\_
19. Se leyeron ( pocas -muchas ) notas y apuntes \_\_\_\_\_
20. Se involucró a los estudiantes \_\_\_\_\_

**Sugerencias:**

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Cuidado con \_\_\_\_\_ los acentos/ \_\_\_\_\_ las concordancias/ \_\_\_\_\_ la puntuación/ \_\_\_\_\_ la sintaxis/  
Cuidado con \_\_\_\_\_ delecteo/ \_\_\_\_\_ mayúsculas/ \_\_\_\_\_ minúsculas

Al hablar o explicar algún concepto: \_\_\_\_\_ enuncie y pronuncie claramente las palabras/ \_\_\_\_\_ diríjase a los estudiantes/no al pizarrón/ \_\_\_\_\_ involucre más a los estudiantes.

**Materiales didácticos:** \_\_\_\_\_ use diferentes colores para contrastar: reglas/ conceptos/ definiciones  
\_\_\_\_\_ use cartulinas más grandes/ \_\_\_\_\_ escriba con letra más grande.



Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_ Calificación \_\_\_\_\_  
Título de la lección: \_\_\_\_\_ Nivel: \_\_\_\_\_

Sobresaliente= 5    Muy bien= 4    Bien= 3    Regular= 2    Mal= 1

**Expresión oral:**

1. Pronunciación: \_\_\_\_\_
2. Vocabulario: \_\_\_\_\_
3. Gramática: \_\_\_\_\_
4. Fluidez: \_\_\_\_\_

**Expresión escrita:**

5. Puntuación: \_\_\_\_\_
6. Acentuación: \_\_\_\_\_
7. Ortografía: \_\_\_\_\_
8. Estructura sintáctica \_\_\_\_\_

**Recursos y estrategias de la instrucción:**

9. Motivación/contacto (visual) \_\_\_\_\_
10. Control y orden en la clase \_\_\_\_\_
11. Voz (fuerte/baja) adecuada \_\_\_\_\_
12. Se cumplió el objetivo \_\_\_\_\_
13. Correlato: objetivo y evaluación \_\_\_\_\_
14. Materiales didácticos: originales y organizados \_\_\_\_\_
15. Conocimiento del tema presentado \_\_\_\_\_
16. Explicaciones claras y precisas \_\_\_\_\_
17. Se contestaron las preguntas \_\_\_\_\_
18. Se usó adecuadamente el pizarrón/retroproyector \_\_\_\_\_
19. Se cumplió lo programado \_\_\_\_\_
20. Se involucró a los estudiantes \_\_\_\_\_

**Sugerencias:**

\_\_\_\_\_

Cuidado con \_\_\_\_\_ los acentos/ \_\_\_\_\_ las concordancias/ \_\_\_\_\_ la puntuación/ \_\_\_\_\_ la sintaxis/  
Cuidado con \_\_\_\_\_ delecto/ \_\_\_\_\_ mayúsculas/ \_\_\_\_\_ minúsculas

Al hablar o explicar algún concepto: \_\_\_\_\_ enuncie y pronuncie claramente las palabras/ \_\_\_\_\_ diríjase a los estudiantes/no al pizarrón/ \_\_\_\_\_ involucre más a los estudiantes.

**Materiales didácticos:** \_\_\_\_\_ use diferentes colores para contrastar: reglas/ conceptos/ definiciones  
\_\_\_\_\_ use cartulinas más grandes/ \_\_\_\_\_ escriba con letra más grande.

## Plan de la lección

**Fecha:**

**Area:**

**Objetivo:**

**Procedimiento:**

**1) Presentación:**

**2) Práctica:**

**3) Repaso:**

**Evaluación/Clausura:**

## Plan de la lección

**Título:**

**Nivel:**

**Meta:**

**Objetivos:**

**Método:**

**Evaluación:**

**Pre-Requisites  
Spanish 134**

NAME: \_\_\_\_\_

MAJOR: \_\_\_\_\_

I have taken and passed the pre-requisites for Spanish 134. Please place a check mark by the courses you have taken and passed.

Spanish 118 or 121 \_\_\_\_\_

Spanish 122 or 119 \_\_\_\_\_

\_\_\_\_\_ I am currently taking Spanish 119

\_\_\_\_\_ I am currently taking Spanish 121

\_\_\_\_\_ I am currently taking both courses.

\_\_\_\_\_ I have not taken the courses listed above, but I want to explain my situation as follows:

The above information is true and correct to the best of my knowledge.

Student's Signature

Date

SPANISH LANGUAGE PROFICIENCY EXAM: BILINGUAL PROGRAM EXIT LEVEL

ORAL COMPONENT: ORAL INTERVIEW (40%) \_\_\_\_\_

LISTENING COMPREHENSION (15%) \_\_\_\_\_

WRITTEN LANGUAGE: DICTATION (10%) I \_\_\_\_\_ II \_\_\_\_\_

READING (15%) \_\_\_\_\_

COMPOSITIONS (20%) \_\_\_\_\_

OVERALL AVERAGE: \_\_\_\_\_