

University of North Texas at Dallas
Fall 2014
SYLLABUS

**SOCIOLOGY THROUGH EXPERIENTIAL LEARNING/SOC4010
SPANISH IN THE BILINGUAL CLASSROOM/SPAN 3570
(CROSSLISTED COURSE)**

Department of	Languages and Communications	Division of	Liberal arts and Life Sciences
Instructor Name:		<i>Maria Ciriza</i>	
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Office Hours:	Office Hours: Mondays and Wednesdays 1-5:30 p.m.		
Virtual Office Hours:			
Classroom Location:	Hampton-Illinois Library branch		
Class Meeting Days & Times:	Saturdays from 9-1		
Course Catalog Description:	<p>Sociology through Experiential Learning. 3 hours. Service Learning is an experiential learning program which integrates academic course work into community service, in this case, family literacy at the Dallas Public Library. SOCI 4010 is designed to foster critical thinking, social & personal responsibility, and teamwork. As a source of reflection, dialogue, and analysis, students will teach in the family literacy program (either adult ESL class or in the 9-and-under children's program). The course readings and assignments address several sociological themes, such as how ethnicity, civic engagement, socio-economic class, immigration, education, and public institutions relate to one's subjectivities and agency as a participant in a service learning project.</p> <p>SPAN 3570 Spanish in the Bilingual Classroom. 3 hours. Emphasizes the Spanish language skills needed in the teaching field to communicate with Spanish speaking students and their parents / guardians. Includes specialized vocabulary, scenarios, sample dialogues, and information related to a variety of school-related settings. Prerequisite(s) : SPAN 2050 or equivalent.</p>		
Prerequisites:			
Co-requisites:			
Required Text:	No required text. A series of articles and handouts will be given in-class.		
Recommended Text and References:	<p>1) Education for Democracy. Benjamin R. Barber and Richard M. Battistoni. Kendall/Hunt Publishing Company, 1993.</p> <p>2) The Quickening of America: Rebuilding Our Nation, Remaking Our Lives. Frances Moore Lappe and Paul Martin DuBois, Jossey Bass, 1994.</p> <p>3) A series of articles in the form of handouts.</p>		
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com</p>		

Course Goals or Overview:	
Learning Objectives/Outcomes:	
1	Apply sociological concepts and principles to the experience gained in the community
2	Strengthen personal understanding of how the sociological imagination informs social experience.
3	Develop a greater understanding and appreciation for human agency as it relates to participants at the Family Literacy program.
4	Learn theories to teach adult ESL learners.
5	Apply the theories to teach adult ESL learners in the form of lesson plans, assessment and feedback.
6	Recognize the significance of your contribution to the community, thereby increasing the sense of personal social responsibility.

**This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by email and during class.

COURSE EVALUATION METHODS

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

1. Quizzes (online): Students will have one (or more) quizzes after class online every week. The quizzes will deal with the readings posted on blackboard. (10%)
2. Lesson plans: Students will have to bring a lesson plan ready before every-class period. The template on how to build a lesson plan will be given on the second week of class (30%)
3. Journaling (online): Every week you will be asked to work on a journal thread. The teacher will sometimes post concrete questions. The questions will be posted online.(20%)
4. Summary of the experience: at the end of the course you will be asked to write a three page analysis of your experience. This summary will be analytical in nature, and will address several aspects about the structural change and impact of the Family Literacy program in the community, as well as how the experience has impacted you. You will have to connect at least 3 sociological concepts to what you have observed working at the Family Literacy program. (20%)
5. Focus group: at the end of the semester we will have a focus group where you will talk about what you have learnt from this experience that you did not know before, and what has your work on the Family Literacy program has taught you about yourself. (10%)
6. Presentation: at the end of the course you will have a final presentation to demonstrate what you have learned. (10%)

B. GRADING MATRIX

Instrument	Weight	Notes
Quizzes	10%	Online (weekly)
Lesson plans	30%	Online (weekly)/please bring a copy every class-period
Journaling	20%	Online
Summary of Experience	20%	At the end of the semester (online)
Focus-group	10%	In class
Presentation	10%	In class

C. GRADE DETERMINATION

- A = 90% or better
 B = 80 – 89 %
 C = 70 – 79 %
 D = 60 – 69 %
 F = less than 60

Week 1 Saturday, 2nd of August

Family registration: testing the adults and placing the children.

Week 2 Saturday, 30th of August

No class

Week 3 Saturday, 6th of September

- The adult ESL learner some general characteristics;
- How do we build a lesson plan?;
- Basics on ESL teaching methods

Homework: Reading#2 on teaching methods complete quiz#2; build your own lesson plan for the next class-period; complete your journal assignment.

Week 4 Saturday, 13th of September

- How to give 'input';
- Giving feedback;
- Focus-on-form;

Homework: Reading#3 complete quiz#3; build the lesson plan for the next class period; complete your journal assignment.

Week 5 Saturday 20th of September

Communicative approach: its dynamics

- Role plays
- Dialogues
- Using realia and prompts

Grammar teaching

Homework: Reading#4, complete quiz#4; build the lesson plan for the next class period; complete your journal assignment.

Week 6 Saturday, 27th of September

Language and access to literacy: the experience of immigrants in the U.SA

Homework: Reading#5, complete quiz#4; build the lesson plan for the next class period; complete your journal assignment

Week 7 Saturday, 4th of October

The sociological imagination: basic concepts#1

Homework: Reading #6, quiz#5; build the lesson plan for the next class period; complete your journal assignment.

Week 9 Saturday, 18th of October

The sociological imagination: basic concepts#2; educating real world problem solvers.

Homework: Reading #7, quiz#7; build the lesson plan for the next class period; complete your journal assignment.

Week 10 Saturday, 25th of October

No class

Week 12 Saturday, 8th of November

How to apply sociological concepts to our experience?

Homework: Reading #8, quiz#8; build the lesson plan for the next class period; complete your journal assignment

Week 13 Saturday, 15th of November

How to apply sociological concepts to our experience?

Homework: Reading #9, quiz#9; complete your journal assignment

Week 14 Saturday, 22nd of November

How to apply sociological concepts to our experience?

The last day of class. Post-test. Giving certificates ceremony.

Week 15 Saturday 29th of November

No class-Thanksgiving

Week 16 Saturday, December 6th

Summary of the experience

Presentation and Focus group

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

Late Work—NO LATE WORK IS ACCEPTED

In case of illness, an excuse will be required for work to be accepted late (no more than a week). In case of a death in the family, obituary evidence will be required. Other extraneous circumstances such as accidents, inclement weather or epidemics will be dealt with on a case-by-case basis.

Attendance

Attendance and class participation in class are expected. If you know in advance that you will be absent, please send your instructor an e-mail before the absence. In general, three absences are acceptable in along semester course. Any absence after 3 will be deducted one percent from the attendance percentage points.

Professionalism and leadership

As a profession, teachers call on practitioners to meet high ethical standards, to find constructive ways to deal with problems and to offer appropriate support with colleagues. Leadership means being a member of the team who accepts responsibility without being bossy and helps colleagues without doing their work for them.

Students are expected to show professionalism and respect for classmates and instructors by: not chewing gum while presenting in front of peers, **not reading from cell phones, not texting in class**, not using ipods in class.

Dealing with concerns

If you have issues about the instructor, make an appointment with the instructor or visit him/her during office hours to discuss and resolve your concerns. If you have issues related to classmates, talk to the classmate involved first to resolve the issues. If needed, then go to the instructor for final resolution.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes.

Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Optional Policies:

- *Use of WebCT/Blackboard*
- *Use of Cell Phones & other Electronic Gadgets in the Classroom*
- *Food & Drink in the Classroom*
- *Use of Laptops*
- *Grade of Incomplete, "I"*