

SPAN 516: Multilingüismo y la enseñanza por tareas

Sesión 2: El 15 de julio al 2 de agosto 2024

Horario: 4:15-6:15, lunes, miércoles y viernes

Profesor: Julio Torres, PhD

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Descripción del curso:

Este curso está diseñado como un taller en el

que lxs estudiantes crearán lecciones siguiendo

el enfoque por tareas como marco pedagógico

para crear conciencia de prácticas multilingües. La meta

para crear conciencia de prácticas multilingües

se puede explorar con el desafío de ideologías

del monolingüismo normativo y del lenguaje estándar. Para cumplir esta meta, lxs estudiantes tomarán en cuenta la competencia multilingüe, principios sociolingüísticos y la conciencia crítica de lenguaje como modelos viables. El diseño de las lecciones se basará en la aproximación del enfoque por tareas que consiste en el diseño de tareas pedagógicas y metodología (fase previa a la tarea, la fase de la tarea, la fase posterior a la tarea) para promover conciencia sobre multilingüismo.

Los objetivos del curso:

1. Describir las ideologías del monolingüismo normativo y el lenguaje estándar.

2. Identificar los componentes de modelos (la competencia multilingüe, principios sociolingüísticos y la conciencia crítica de lenguaje) que desafían ideologías deficientes hacia el bi/multilingüismo.

3. Identificar lo que es una tarea según el marco de enfoque por tareas y las fases previa y posterior a la tarea.

4. Diseñar lecciones basadas en el enfoque por tareas que desafíen las ideologías deficientes hacia el bi/multilingüismo.

Requisitos del curso:

1. ***Asistencia.*** Debido al formato intensivo del programa SLI, la puntualidad y la asistencia a clase son sumamente importantes. No se permite ninguna falta a clase. Cada ausencia bajará su nota por 10%. En el caso de enfermedad u otra emergencia, la/el estudiante debe consultar con el profesor y la directora del programa.

2. ***Participación.*** Se espera que cada estudiante participe en clase. Esto requiere que la/el estudiante prepare las lecturas y ejercicios de aplicación en casa con antelación.

3. ***Bosquejo para el portafolio de lecciones.*** Cada estudiante entregará un bosquejo para el portafolio de lecciones que van a entregar. El propósito es para recibir retroalimentación mientras van trabajando en el portafolio. **Fecha de entrega: el viernes, 26 de julio**

4. ***Portafolio de lecciones.*** Como proyecto final, cada estudiante va a diseñar 4 lecciones basadas en el enfoque por tareas que promuevan conciencia crítica en contra de ideologías deficientes hacia el bi/multilingüismo. Lxs estudiantes deben diseñar lecciones que usarán en el nuevo año académico. Favor de consultar la rúbrica para la evaluación del portafolio. **Fecha de entrega:** el sábado, 3 de agosto

La evaluación del curso:

Participación: 20%

Bosquejo: 35%

Portafolio: 45%

La escala de calificación:

A: 100-94 C+: 79-77 D: 66-64

A-: 93-90 C: 76-74 D-: 63-60

B+: 89-87 C-: 73-70 F: 59-0

B: 86-84 D+: 69-67

B-: 83-80

Programa del curso:

Semana 1: Del 15 al 19 de julio

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| --- | --- | --- |
| **Día** | Tema en clase/Horario de presentaciones | Preparar antes de la clase de ese día: |
| lunes 15 | Introducción al cursoLas ideologías de lenguaje hacia el bi/multilingüismo  | Leer: Fuller y Torres (2018)\*  |
| miércoles 17 |  Principios sociolingüísticos hacia la enseñanza del español.  | Leer: Beaudrie, Ducar y Potowski (2014), cap. 2; Potowski y Shin (2019) |
| viernes 19 | La conciencia crítica del lenguaje**En equipos: Identificar los capítulos para preparar lecciones usando los modelos de principios sociolingüísticos y la conciencia crítica de lenguaje.**  | Leer: Leeman (2018); Leeman y Serafini (2016) |

\*El profesor subirá los artículos en Moodle.

Semana 2: Del 22 al 26 de julio

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| --- | --- | --- |
| **Día** | Tema en clase/Horario de presentaciones | Preparar antes de la clase de ese día: |
| lunes 22 | Introducción al enfoque por tareas (Torres y Baralt, aproximadamente).El diseño de una tarea pedagógica  | Torres y Baralt (2021); Torres (2023) |
| miércoles 24 | Metodología: fase previa a la tarea, fase de la tarea, fase posterior a la tarea | Torres y Baralt (2021); Torres (2023) |
| viernes 26 | **Modelo de una lección basada en tareas que promueve conciencia de prácticas multilingües** ***Entregar bosquejo del portafolio de actividades*** | Preparar el bosquejo del portafolio de lecciones |

Semana 3: Del 29 de julio al 2 de agosto

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| --- | --- | --- |
| **Día** | Tema en clase/Horario de presentaciones | Preparar antes de la clase de ese día: |
| lunes 29 | Diseño de lecciones | Preparar lecciones |
| miércoles 31 | Diseño de lecciones | Preparar lecciones |
| viernes 2 | Diseño de lecciones | Preparar lecciones |

Artículos:

Beaudrie, S. M., Ducar, C. y Potowski, K. (2014). *Heritage language teaching: Research and practice.*

New York: Routledge Press.

Fuller, J. y Torres, J. (2018). Spanish in the United States. En C. A. Seals y S. Shah (Eds.), *Heirtage*

*language policies around the world,* pp. 13-29. New York: Routledge Press.

Leeman, J. (2018). Challenging the linguistic subordination of US Latinxs. En K. Potowski (Ed.),

*The Routledge Handbook of Spanish a heritage language* (pp. 345-358). New York: Routledge

Press.

Leeman, J. y Serafini, E. J. (2016). Sociolinguistics for heritage language educators and students.

En S. M. Beaudrie y M. Fairclough (Eds.), *Innovative strategies for heritage language teaching: A practical guide for the classroom.* Washington, DC: Georgetown University Press.

Potowski, K. y Shin, N. L. (2019). *Gramática española: variación social.* New York: Routledge Press.

Torres, J. (2023). Critical tasks *en acción* in the Spanish HL classroom. *Spanish as a Heritage Language, 3*(1), 86-102.

Torres, J. y Baralt, M. (2022). El aprendizaje del español como lengua de herencia a través del

enfoque por tareas. En D. Pascual y Cabo y J. Torres (Eds.), *El español como lengua de*

*herencia.* New York: Routledge Press.

PARTICIPACIÓN

El criterio para evaluar su participación y preparación será el siguiente:

**La tarea**

Siempre estaba preparad@ para la clase con las tareas hechas…….………………………...30 28 26

Usualmente estaba preparad@ para la case y usualmente hacía las tareas……..……………25 23 21

Raramente estaba preparad@ para la clase y raremente hacía las tareas…………………….20 18 16

Casi nunca estaba preparad@ para la clase…………………………………………………..15 13 11

**Uso de español**

Usaba solamente español durante la clase…………………………………………………….30 28 26

Usaba mayormente español pero a veces inglés con compañer@s…………………….……..25 23 21

Usaba inglés en varias ocasiones………………………………………………………………20 18 16

Usaba más inglés que español………………………………………………………………… 15 13 11

**Trabajo en grupo**

Jugaba un papel importante en mis grupos para llevar a cabo las tareas en……………………20 18 16

Participaba activamente pero no al mismo nivel que mis otros compañer@s…..……………..15 13 11

Aunque estaba interesad@, participaba más pasivamente en trabajo de grupo…………….….10 8 6

No me interesaban las actividades de grupo y/o distraía a otr@s……………………………….5 3 1

**Interacción en clase**

Escuchaba atentamente mientras los demás hablaban y participaba voluntariamente a menudo.. 20 18 16

Generalmente particiba voluntariamente y prestaba atención a mi profe y compañer@s.………15 13 11

No prestaba mucha atención a las acividades de la clase………………………………………..10 8 6

Dormía o hablaba de otros asuntos con compañer@s durante las actividades de clase………….5 3 1

**SPAN 516**

**Portafolio de lecciones basado en el enfoque por tareas para desafiar ideologías deficientes hacia el bi/multilingüismo**

**DESCRIPCIÓN:**

El portafolio de lecciones consistirá en **4** lecciones. Cada lección debe incluir lo siguiente: una tarea pedagógica; dos actividades previas a la tarea; dos actividades posteriores a la tarea. Cada lección debe demostrar claramente la promoción de principios sociolingüísticos y/o la conciencia crítica de lenguaje. Por lo tanto, recurriendo a principios sociolingüísticos/la conciencia crítica, ***dos*** lecciones basadas en tareas deben desafiar la ideología de monolingüismo normativo y ***dos*** lecciones basadas en tareas deben desafiar la ideología del lenguaje estándar.

Durante el curso trabajarán en equipos para darse apoyo y retroalimentación durante el proceso de diseño.

**Guía:**

* El primer paso es pensar en las unidades/capítulos/lecciones para los cuales quieres preparar las lecciones.
* El segundo paso es organizar las lecciones para desafiar las ideologías deficientes hacia el bi/multilingüismo.
* El tercer paso es diseñar la tarea pedagógica siguiendo las pautas del enfoque por tareas.
* El cuarto paso es diseñar la metodología alrededor de las tareas pedagógicas. Es decir, las actividades o tareas durante las etapa previa y posterior a la tarea.

EVALUACIóN

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| --- | --- | --- | --- |
| **COMPONENTES** | **10-9** | **8-7** | **6-5** |
| REQUISITOS | Cumple con todos los requisitos. | Cumple con la mitad de los requisitos. | Cumple con menos de la mitad de los requisitos.  |
| TAREAS PEDAGóGICAS | Las tareas pedagógicas siguen de manera *concisa* las pautas para diseñar tareas.  | Las tareas pedagógicas siguen las pautas para diseñar tareas pero hay uno o dos fallos en el diseño. | Las tareas pedagógicas **no** siguen las pautas para diseñar tareas o hay demasiados errores en el diseño. |
| METODOLOGíA  | Aplica *muy bien* la metodología para apoyar la ejecución de las tareas pedagógicas | Aplica la metodología para apoyar la ejecución de las tareas pedagógicas pero con pocos fallos | *No* aplica la metodología para apoyar la ejecución de las tareas pedagógicas; o la aplica con demasiados errores |
| PRINCIPIOS SOCIOLINGüíSTICOS Y LA CONCIENCIA CRíTICIA DE LENGUAJE  | Aplica *muy bien* los principios sociolingüísticos y la conciencia crítica de lenguaje en las cuatro lecciones. | Aplica los los principios sociolingüísticos y la conciencia crítica de lenguaje en las cuatro lecciones, pero con pocos errores | *No* aplica o *muy mal* los principios sociolingüísticos y la conciencia crítica de lenguaje en las cuatro lecciones |
| COHERENICA/ORGANIZACION | Una *excelente* secuencia de actividades; *muy bien* contextualizadas con la unidad temática | Una secuencia de actividades *adecuada*; contextualizadas con la unidad temática | No hay una secuencia de actividades ni están contextualizadas con la unidad temática |

\_\_\_\_\_\_\_\_\_\_\_ x 2 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_/100

Política del curso:

**Syllabus Statements for Summer 2024**

**Raider Reminder**

All students must abide by the [Code of Student Conduct](https://inside.sou.edu/assets/policies/Code_of_Student_Conduct_091820.pdf) and [Equal Opportunity, Harassment, and Sexual Misconduct Policy](https://inside.sou.edu/assets/policies/GEN.009_Final-2022_v3.pdf). Make sure that any contact with others is wanted, that any recording is done with informed consent of any other party, and that it involves no illegal downloads or activity.

In addition, we remain committed to the [University's mission and values](https://sou.edu/president/vision-mission-values/). We provide a healthy, safe and civil campus; respectful, inclusive, and equitable interactions in all of our learning spaces including physical and virtual classrooms; and no tolerance for racist, sexist, or other forms of hurtful discourse.

**COVID-19 Response**

We continue to monitor national and regional developments regarding Covid-related guidelines. We also monitor and modify our internal SOU policies and procedures to reflect the changes to Jackson County Public Health, OHA and CDC's guidelines. Please review the revised [vaccine policy](https://inside.sou.edu/assets/policies/COVID-19-Vaccination-Policy-FINAL.pdf) and [protocols](https://sou.edu/campus/wp-content/uploads/sites/16/2022/08/Covid-19-flowchart-8-30-2022.pdf).

To reduce risk to the campus community, all staff, faculty, students, and visitors are required to adhere to [SOU’s face covering policy](https://inside.sou.edu/hrs/leaves-of-absence-and-accommodations.html#sou-face-coverings).

We will continue our efforts to keep all members of the SOU community safe; those efforts will include attempts to limit contact between individuals and may include restricted access to buildings and other spaces on campus. Please follow all guidelines provided on SOU's [COVID-19](https://sou.edu/campus/covid-19-and-sou/) pages and adhere to campus building closures and restrictions. Should these guidelines be adjusted, SOU will communicate any adjusted expectations to all students.

**SOU Cares and Equity Grievance Reporting**

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares System allows us to connect you with staff members who can assist with concerns and connect you to further available resources. This includes concerns regarding finances, food security, health, housing, mental health, wellbeing, legal concerns, family concerns, study skills, time management, etc. You are also welcome to use the SOU Cares System to share concerns about yourself, a friend, or a classmate. Go to [www.sou.edu/cares](http://www.sou.edu/cares) to submit a note of concern.

The Dean of Students’ Office and the Office of Equity Grievance provide recourse for students through the Student Code of Conduct, Equal Opportunity, Harassment and Sexual Misconduct Policy, and other applicable policies, regulations, and laws. SOU’s Equity Grievance Program addresses concerns about sexual harassment, sexual assault, stalking, intimate partner violence, bias and discrimination for students, staff and faculty. Reports related to sexual misconduct, assault, harassment, or bias may be made anonymously or confidentially by completing [this form](https://sou.co1.qualtrics.com/jfe/form/SV_7R7CCBciGNL473L).

**Academic Honesty Statement and Code of Student Conduct**

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU’s Student Code of Conduct: “Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited.”

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one’s own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one’s name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU’s [Code of Student Conduct](https://inside.sou.edu/assets/policies/Code_of_Student_Conduct_091820.pdf). In case of loss, theft, destruction, or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all work that has been graded and returned to you.

**Turnitin Originality Checker**

Per SOU’s [Code of Student Conduct,](https://inside.sou.edu/assets/policies/Code_of_Student_Conduct_091820.pdf) each student’s education is the product of their own intellectual effort and engagement. Breaches of academic integrity compromise the overall quality of scholarship and detract from the value of the SOU degree. In order to provide opportunities for the instructor and students to review their work for originality, instructors may require students to submit all or some of their work to Turnitin. In order to meet this requirement, students must agree to the Turnitin End User License Agreement (EULA). Any work submitted to Turnitin without a EULA in place may not be accepted by the instructor for credit. Any student who does not wish to accept the EULA in a course where Turnitin is required should withdraw from the course. [Learn more about Turnitin](https://docs.google.com/document/d/1XxUSm4JS9AYbF_JgjJW0Zbv5Xpxm3yA_Z4zd7W4_HMM/preview) and review the terms and conditions.

**Emergency Notifications**

SOU is committed to a safe community. Student, faculty and staff emails are automatically enrolled in SOU Alert, the campus emergency communication system. In the event of emergency, closure, or other significant disruption to campus operations, such as inclement weather, messages are delivered via SOU Alert. To ensure timely notification, students, faculty, staff are **strongly** encouraged to visit Inside SOU to register their cell phone numbers and/or add family members to the system. Campus Public Safety is available 24 hours/day by dialing 541-552-6911. CPS responds to safety concerns, incidents, and emergencies and can provide safety escorts to on-campus locations. CPS works in collaboration with Ashland Police and Fire.

**Statement on Title IX and Mandatory Reporting**

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use [SOU’s confidential advising](https://inside.sou.edu/gsj/reporting-options-survivor-support.html) or SOU’s [Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form.](https://sou.co1.qualtrics.com/jfe/form/SV_7R7CCBciGNL473L)

**SOU Academic Support/Disability Resources**

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/ modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies comply with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the [Disability Resources webpage](https://inside.sou.edu/dr/index.html) for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access since these services are not retroactive.

All students may benefit from the ability to convert files posted in Moodle to alternate formats including audio, ebook and Braille. [Learn more about file conversion](https://support.sou.edu/kb/articles/students-convert-files-to-other-formats).

**Statement on Military and Other Forms of Active Service Duty**

Pursuant to Oregon law, any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for more than 30 consecutive days has the right to request accommodation for such service, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to withdraw from a course without penalty, a grade of Incomplete and option to complete at a later date once service has concluded, and/or the right to credit for any tuition and fees already paid, depending on the student's status.

Any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for fewer than 30 consecutive days and misses a course session, assignment, examination or other coursework due to serving on active duty or is receiving medical treatment for an injury sustained on active duty has the right to request accommodation for their service or medical treatment, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to submit any missed examination, assignment or other course requirement upon completion of service or treatment; and/or the right to have a course grade assigned without submitting missed assignment or examinations, should the instructor determine that sufficient work has been assessed for the determination of a grade. Any student who expects to be called for active duty should contact instructors as soon as possible to discuss accommodations.

**Attendance and Financial Aid**

Students who receive federal financial aid are required to attend and participate in all of the courses for which they register, starting with the first week of class. For face-to-face courses, in-person attendance is necessary. The US Department of Education (USDE) describes the following activities as indicators of attendance and active participation (see the [formal rules](https://www.federalregister.gov/documents/2020/09/02/2020-18636/distance-education-and-innovation) at the USDE website):

●      Attending a synchronous class, lecture, recitation, or field or laboratory activity where there is an opportunity for interaction between the instructor and students;

●      Submitting an assignment;

●      Taking an assessment or an exam;

●      Participating in an interactive tutorial or webinar;

●      Participating in an assigned study group, group project or an online discussion; or

●      Interacting with an instructor about academic matters.

The following activities are not considered by the USDE to be indicators of first-week engagement:

●      Living in campus housing or using an institutional meal plan,

●      Logging into an online class or tutorial without any further participation, or

●      Participating in academic counseling or advising.

Instructors will report students who are absent during the first week of an in-person course or those who do not participate in an online course as described above. Any students who are reported as no-shows will have their financial aid status reviewed and their award may be adjusted as a result.