

TTLO 3.2 Act. 3 Syllabus Activity
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BEFORE VERSION – THEY LOVE BULLET POINTS WHERE I WORK

SPA-0001

Methodology

- The classroom is your safe space to test out your ideas about Spanish.
- We will consider mistakes to be opportunities for learning.
- We are a team and we're here to do a job.
 - Everyone pulls his/her weight. You will be called out if you don't do so.
 - You must ask for help and clarification when you need it. I will not continuously ask you if you understand.
 - I'm not your boss. I'll be more of a moderator, a planner, a source of knowledge, and a sounding board for you.
 - We will focus on how you will use Spanish, not on my knowledge of Spanish.
 - I'm here to help you, but so are your classmates. Help each other.
 - I don't know everything. Share your experiences with me and I will incorporate them into our classwork. The class will be more relevant and interesting that way.
- Everything we do has a purpose. There will be no busy work in this class.
- We won't use a lot of English. Spanish will be our "default language".
 - The more English we use, the less successful you will be.
 - If you want to learn another language, you have to **tolerate ambiguity**.
 - I will give you English hints now and then in the chat box or on the whiteboard.
 - You will periodically receive readings in English for homework.
- Each lesson will have a clear **objective**.
 - We will use **tasks** to assess our progress.
- These tasks will be challenging.
 - We will practice speed, fluency, and accuracy.
 - We will use authentic materials.
- Sometimes, our goal will be to just listen to the rhythm and intonation of the language, not comprehend it.
- Our tasks will incorporate **grammar, vocabulary, and cultural knowledge**.
 - We will work on expressing ourselves correctly, both grammatically and culturally.

Assessment Plan: Your progress will be tracked using the following methods.

- *Student self and peer assessment*: You will be encouraged and taught to correct your own production and monitor your teammates' performance in order to assist them.
- *Homework*: Homework will be assigned every Thursday. It will include a review of what was taught that week and activities to prepare you for class the following week. Homework may consist of:
 - Quizlet lists, including audio, to be provided one week in advance of each lesson;
 - Brief focus on form exercises accompanied by answer keys;
 - Brief information gap activities;
 - Brief guided interaction activities accompanied by the necessary media files and/or URLs;
 - Brief reports on operationalized cultural topics (i.e., how cultural information affects mission planning and execution).
- *Quizzes*: Each week there will be a short-answer quiz.
- *Student progress reports*: Progress reports will identify each of your strengths and weaknesses, and appropriate recommendations for your further progress.

- *Exams:* There will be a capstone mock OPI during the last week of the course and an unofficial OPI upon the completion of language training. You are encouraged to work with your CLPM to schedule an official test no more than two weeks after the completion of training.

AFTER VERSION – USING THE FOLLOWING CHECKLIST:

1. Are what is synchronous and what is asynchronous clearly marked?
2. Are there too many bulleted lists?
3. Is the tone approachable?
4. Can any details be moved to the LMS page where the activities or learning objects appear?
5. Are the links added in and accessible?
6. Was the document checked for accessibility?

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Methodology and Assessment

During this course, I plan to take the role of planner, moderator, and sounding board (not boss, manager, or lecturer). I also consider us a team focused on improving your Spanish. To achieve this, I encourage you, in general, to:

1. Ask for help and clarification when you need it. I don't hover.
2. Share your experiences with everyone. Language learning is most effective when it's relevant and a bit personalized.
3. Test out your ideas about Spanish. Risk-taking is more important than accuracy.
4. Use Spanish as much as you can. The more English we use, the further we move away from our goals.
5. Help each other. I am here to help, but sometimes a teammate can respond more quickly.
6. Be calm when something you hear or read is unclear. The most successful language learners know that they don't have to understand every word to communicate.

The backbone of our course will be our **communication tasks**. There will be one or two for us to complete in each synchronous session. We will **collaboratively** rate how we did on each task using a **rubric** with the following categories:

- Function: Were we able to get done what we needed to get done (describing, asking and answering simple questions, making lists)?
- Vocabulary: Were we able to choose the right words to effectively communicate?
- Grammar: Were we able to put those words together to effectively convey messages?
- Delivery: How smoothly are we speaking?
- Culture: Is what we're saying appropriate for the given context(s)?

I have planned a series of **asynchronous activities** as well to support us. We will complete these **before** each synchronous session so that we're prepared with the vocabulary and grammar we need to talk. These activities self-correct, so you will get feedback immediately after completing them. Feel free to complete these at your own pace as long as you respect the deadline.

Other types of assessment I will provide for you are:

- **Weekly progress reports** based on the [ILR scale](#) and how you embrace the general recommendations 1 through 6 above.
- **Weekly oral proficiency exercises** based on a sample of the communication tasks we complete that week.

Our **course-final assessment** will be an official [Oral Proficiency Interview](#) scheduled through the [testing center](#).