

**NOMINATION OF |  
MARTHA CAEIRO,  
KIMBERLEY SALLEE,  
and SUSAN YODER-KREGER  
FOR THE  
CHANCELLOR'S AWARD FOR EXCELLENCE  
TO NON-TENURE TRACK FACULTY MEMBERS**

**Nominator:** Beth Landers  
Director of Language Programs  
Assistant Teaching Professor of French  
Department of Anthropology and Languages  
Center for Languages and Cultures  
College of Arts and Sciences  
558 Clark Hall  
516-6546  
[landersb@umsl.edu](mailto:landersb@umsl.edu)

**Nominees:** Martha Caeiro  
Associate Teaching Professor of Spanish  
Department of Anthropology and Languages  
Center for Languages and Cultures  
516-6244  
[mcaeiro@umsl.edu](mailto:mcaeiro@umsl.edu)

Kimberley Sallee  
Associate Teaching Professor of Spanish  
Department of Anthropology and Languages  
Center for Languages and Cultures  
516-6856  
[salleek@umsl.edu](mailto:salleek@umsl.edu)

Susan Yoder-Kreger  
Associate Teaching Professor of Spanish  
Department of Anthropology and Languages  
Center for Languages and Cultures  
516-6461  
[yoderkreger@umsl.edu](mailto:yoderkreger@umsl.edu)

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**College of Arts and Sciences**  
**Department of Anthropology and Languages**  
**Center for Languages and Cultures**

554 Clark Hall  
One University Blvd.  
St. Louis, Missouri 63121-4400  
314-516-6240  
FAX: 314-516-6237

June 27, 2008

Committee for Chancellor's Award for Excellence to a Non-Tenure Track Faculty Member  
Office of the Senate  
University of Missouri-St. Louis

Subj.: Nomination of Martha Caeiro, Kimberley Sallee, and Susan Yoder-Kreger for  
Excellence as Non-Tenure Track Faculty Members

Dear Members of the Committee:

I am eager to nominate Martha Caeiro, Kimberley Sallee, and Susan Yoder-Kreger for this award in 2008. These three Associate Teaching Professors of Spanish have taught both at the University of Missouri-St. Louis and the University of Missouri-Columbia for many years and have distinguished themselves in numerous ways. They each have distinctive profiles and have made individual contributions to the Language Program that I will describe later in this letter, but for four semesters in 2006 and 2007 they worked as a unique team that developed and piloted the redesign of our elementary curriculum in foreign languages. Their work on the Spanish Pilot Project has changed instruction in the first three semesters of language study not only in Spanish but in all modern languages offered at UMSL, and thus has had a far-reaching effect on all BA students for whom foreign language study is a requirement.

During the academic year 2005-2006, former Dean Mark Burkholder and then Associate Dean Terry Thiel pursued a review of required courses housed within the College of Arts and Sciences, a review that had begun with the College Algebra course that most UMSL undergraduates are required to take. Deans Burkholder and Thiel were concerned that the foreign language courses required for so many BA seekers on campus were not preparing students to exit with any useful skills. They approached the Spanish section and asked for volunteers to work on a new three-semester Spanish curriculum that would be organized on a proficiency based model focusing particularly on developing oral proficiency in students. Martha, Kimberley, and Susan volunteered, and this began their intensive two-year collaboration.

In spring semester 2006 Martha, Kimberley, and Susan worked on a pre-pilot, experimenting

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with new recording technologies like WIMBA voice tools and others that seemed useful for improving students' oral competencies. Over the summer of 2006 they drafted a new syllabus for Spanish 1001, and then in fall 2006 all six sections of Spanish 1001 were taught by them along a redesigned curriculum. The new curriculum involved setting proficiency-based learning outcomes for each unit of study, moving all language drills and rote exercises online in order to free up class time for oral work, restructuring class time to work on contextualized tasks, designing new oral homework assignments using WIMBA, and then designing new written and oral assessments to gauge student learning. This painstaking process continued in spring 2007 with Spanish 1002 and fall 2007 with Spanish 2101.

At the same time that they were working on the redesign of the first three semesters of Spanish, these instructors organized an intensive, four-day training for Spanish instructors (funded by the College of Arts and Sciences) in the technique of the Oral Proficiency Interview as developed by the American Council of Teachers of Foreign Languages (ACTFL). This workshop was critical in familiarizing the faculty with ACTFL proficiency guidelines – the only national measure of language skills – and it informed the entire conception of the redesign. Following the workshop, Martha, Kimberley, and Susan were the only three Spanish instructors to seek certification as official OPI raters, which is an intensive process that requires recording dozens of student interviews, writing an official rating, and then sending both recordings and ratings to ACTFL for verification of accuracy. All three instructors have passed the first round of practice ratings and are now completing the final round of ratings in order to be certified. Having three fully-certified ACTFL raters on campus will raise the profile of the Spanish section nationally and will contribute to the ongoing quality of instruction.

While their investment in ACTFL training brought immediate and clear benefits to the pilot project, not all technologies proved useful: experiments using RESPONDUS to design automatically graded written tests were time-consuming, unfruitful and disappointing. Other technologies proved difficult or unreliable and required many practice sessions in order to run smoothly with students. Beyond the technical issues, there were other difficulties in coordinating the project, mostly related to discussions of methodology and the tremendous amounts of time it required to coordinate among three instructors. Initially, Martha, Kimberley, and Susan planned on having one weekly meeting in order to both plan and assess the progress of the new curriculum. It quickly became apparent, however, that many more meetings were needed during any given week in order to assure the full alignment of each language section. Grading, for example, became more time-consuming because many recordings and written assessments were double-graded in order to assure consistency among sections. Uncertainties about new techniques and methodologies had to be discussed and debated as well, along with issues of pacing and sequencing. In short, each instructor gave up much of the autonomy to which they had been accustomed.

I mention these challenges in the paragraph above only to underline the commitment and perseverance that Martha, Kimberley, and Susan brought to the Spanish Pilot Project. No overhaul of a curriculum can be done quickly or painlessly, and what they set out to do was radically different from past language instruction. Their sense of purpose and dedication to improving language instruction for UMSL students carried them through successive hurdles and inconveniences, and led them to produce an excellent model for other language sections to follow.

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In spring 2007 the German section adopted the new curriculum sketched out in Spanish one semester earlier, and in fall 2007 the French section began the redesign in their turn. Both German and French now use the same syllabus templates as those developed by the Spanish Pilot Project. Thanks to the work of Martha, Kimberley, and Susan, the French and German sections were spared many of the difficulties with technology and many of the difficult decisions about structure, pacing, and methodology. Lessons learned during the two years of experimentation in Spanish lead to relatively smooth implementations of the new method in these other languages. In addition, a large body of classroom tasks and assignments had already been developed and could be readily translated into the French or German context. The Japanese, Chinese, and Modern Greek sections have adopted parts of the syllabi and some of these exercises as well, although they follow a different pace and have particular needs due to their relative difficulty for Anglophone language learners.

The concrete results of the redesign are unclear as yet – surveys have been distributed to the first cohort of student who completed the redesigned sequence of Spanish and German and remain to be analyzed. The first cohort of French students will finish in fall 2008 and will be surveyed at that time. It will take time to examine pass/fail rates of students and compile an archive of OPI ratings for students. Initial survey responses from students in Spanish, however, are positive and students commented in particular on how much they appreciated the focus on oral competency. They reported high levels of confidence in their own ability to hold a conversation in Spanish on everyday topics. Several students even reported that after finishing the Spanish sequence they were able to speak with Hispanic coworkers in Spanish, and that they enjoyed this immediate and practical use of the language.

The Spanish Pilot Project represents a unique effort of cooperation among Martha, Kimberley, and Susan, and I could not nominate one without the other since the new curriculum and all the materials that they developed were undeniably a three-part invention. Nonetheless, they each have played important individual roles within the Spanish section and the Language Programs as a whole, and I would like to explain some of their individual accomplishments.

Martha Caeiro has long had a special focus on service learning, and she was responsible for developing a Spanish Practicum course that is now in its seventh year. The course places intermediate-level students in local community agencies that serve the Hispanophone population. Each spring semester this course supplies weekly in-class training to support students as they work concurrently with members of the St. Louis Hispanic community. Following Martha's success with this course, the Foreign Language Program proposed a service learning course – FLL 2192 — that can be added to any foreign language course in which a student is concurrently enrolled for one to three credits. Although the equivalent of the Spanish practicum course does not yet exist in other languages, thanks to Martha's pioneering work, it is now possible for any language student to earn credit for service learning in a foreign language.

Kimberley Sallee has been the Spanish section coordinator for two years now, which is an unpaid position responsible for scheduling and organizing Spanish instruction for 1,200 students each year. Spanish is the largest language section at UMSL, and this is a huge responsibility that involves coordinating eleven full-time faculty members and between two-five adjunct instructors each semester. In addition to this important administrative work, Kimberley developed a

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language program in Costa Rica that takes UMSL students abroad for credit during the winter intercession. The program grew so quickly that a second instructor (Susan Yoder-Kreger) was added during the January 2008 program. This type of short, inexpensive, instructor-led program is key to helping more UMSL undergraduates study abroad. The traditional junior year abroad structure, although unquestionably beneficial, simply does not fit the lives or the wallets of UMSL students. Thanks to Kimberley's work, 20-30 UMSL students who otherwise would not be able to have an experience abroad now live with families in Costa Rica and take languages classes for two weeks each January.

Susan Yoder-Kreger is the undisputed technology guru for the language faculty. She has always been the first adopter of new technologies and serves as the technology representative for our unit as well. She has organized numerous presentations and hands-on workshops for colleagues on how to incorporate new technology tools into the language classroom. She also spends countless hours giving impromptu tutorials to colleagues who find themselves stymied by any number of software programs or technical devices. She, along with Kimberley Sallee, was heavily involved in piloting the new Learning Studios in SSB 449 and Clark Hall 400. She has presented on technology multiple times at regional and national conferences – most recently about using clickers in foreign language classes. This fall she will pilot software called "Tell me More."

Each of these instructors had a history of innovation before they joined together to work on the Spanish Pilot Project, and both individually and as a team they have had an important impact on the quality of undergraduate education at UMSL. Their energy and vision, their generosity and ambition have benefited all of their colleagues in Foreign Languages, and for these reasons I believe they are most deserving of the Chancellor's Award for Excellence to Non-tenure Track Faculty Members.

Respectfully submitted,



Beth Landers  
Director of Language Programs  
Assistant Teaching Professor of French  
Center for Languages and Cultures  
Clark Hall 558  
314-516-6546  
landersb@umsl.edu

## **STATEMENTS OF TEACHING PHILOSOPHIES**

Martha Caeiro  
Department of Foreign Languages and Literatures  
University of Missouri – St. Louis

### **Teaching Philosophy**

*"Since learning is something that the pupil has to do to himself and for himself, the initiative lies with the learner. The teacher is a guide and director; he steers the boat, but the energy that propels it must come from those who are learning." John Dewey*

Learning is the result of the students' active involvement in their own learning process. When students have initiative and take responsibility for their own learning, they become engaged in the process of questioning, reflecting and thinking critically, that is, in the process of learning. Additionally, learning is a process of discovery that takes place as students actively seek knowledge about the world and relate it to their own experiences, gaining insights about their own selves and developing a sense of what their role in the world should be. This is especially relevant to the process of learning a foreign language. Acquiring a foreign language requires a great deal of doing on the part of the learner, since students not only need to think about the structures of the target language but also need to learn to communicate in the target language both in speech and in writing. This communicative competence can only be acquired by "doing", that is to say, by using the language. Furthermore, learning to communicate in a foreign language requires the acquisition of knowledge about another culture. In the process of learning a foreign language, students gain knowledge about the language and culture of the Other, but they also gain an understanding of their own language, culture and themselves.

How does a teacher create the conditions that encourage learners to become active participants in their learning process? What is the role of the teacher in helping students gain an understanding about themselves and others? I believe the teacher's role is to be the guide and director, the one who creates the conditions that will permit learning to take place and will encourage the students to be the protagonists of their own learning experiences. An effective teacher respects the students' diverse talents and learning styles, promotes responsibility for learning, encourages dialogue, discussion and exchange of ideas in the classroom, and sparks the students' interest in the discipline and their love of learning. Specifically, an effective foreign language teacher, provides students with ample opportunities to use the target language in and outside of the classroom and thinks creatively of ways to bring the foreign culture into the classroom so that students can gain an understanding of the ways other people think, speak, write, and behave. Furthermore, an effective foreign language teacher creates opportunities for students to travel abroad and experience the target language and culture. Finally, an effective foreign language teacher constantly questions and revises her methods of teaching and strategies, and works collaboratively with her colleagues in the creation and revision of course materials and assessments.

As a college teacher of Spanish, I try to put into practice these views of learning and of the role of the teacher into my daily teaching. As I prepare for a class, I keep in mind the importance of encouraging my students to actively participate in every task and interact with each other. To successfully guide my students in the process of learning Spanish, I offer well-organized course materials, such as course guidelines that include learning

objectives, instructional strategies, assessment forms, and syllabus. I use My Gateway to organize all course materials and maintain good communication with my students. When I enter the classroom, I come thoroughly prepared with a carefully and well-organized lesson plan that includes creative activities addressing a specific learning goal that the students are to fulfill by the end of the class period. In order to encourage the development of linguistic and cultural competence and proficiency in Spanish, when designing class materials, I make sure that the activities are varied and that they will allow students to view the course material from different perspectives, taking into consideration the various learning styles of my students. I also make sure that the activities designed for class allow students to work collaboratively with their classmates so that they can learn from their peers as much as they learn from me. During class, my students participate in small group conversations and discussions, oral presentations, individual and group projects, reflective journals, online discussions and other interactive tasks. I also incorporate a variety of interactive technology tools such as discussion boards, voice boards and voice email, wikis and blogs, which allow students to use the target language in communicative, real-life contexts. The development of a great deal of my course materials, especially at the beginning levels of Spanish, is carried out in close collaboration with my colleagues, with whom I constantly share a variety of activities and assessments. The interactions with my colleagues have encouraged me to adopt a critical approach to my own teaching, allowing me to revise and enrich the teaching materials I have developed.

I believe learning extends beyond the classroom, especially in a foreign language. The most effective way to learn a foreign language and gain an understanding of a foreign culture is to travel abroad and experience its culture. In order to provide my students with the opportunity to be immersed in the Spanish-speaking culture, I teach a service-learning course. In this course, students “travel abroad” by working as volunteers in local organizations that serve Latinos in the area. Some tutor children in after-school programs or teach ESL to adults, others serve in clinics by doing translation and interpreting. In class, they reflect on their field experiences by writing blog entries, by participating in oral and written discussions, by writing a community-based project, and by giving oral presentations on their service experiences. As they interact with immigrants in St. Louis, they improve their proficiency in the language and gain an understanding of the needs of Hispanics who live in St. Louis and in the US. Through their service to the community and the structured reflections on their experiences, students learn that the acquisition of knowledge is not limited to the academic setting, that there is a connection between what they learn in the university and in the “real” world. Moreover, many gain important insights about who they are and what role they must play as citizens of the world.

Learning is a process that results not only from the interaction of learners with their teachers and mentors, but also from their interactions with peers and colleagues as well as with members of the community. Learning takes place within and outside of the academic setting, and continues beyond the years of formal education. As an educator, I consider myself to be a facilitator of the many interactions that take place in the students’ learning experiences. I view my teaching as a collaborative effort with the various individuals of the academic setting and of the community, in charge of “steering the boat” that is propelled by the energy of our students.

**Philosophy of Teaching Statement**  
**Kimberley Sallee**  
**Associate Teaching Professor of Spanish**  
**Department of Anthropology & Languages**  
**Center for Languages & Cultures**  
**University of Missouri – St Louis**

*"Tell me and I will forget.  
Show me and I may remember.  
Involve me and I will understand."*  
~Chinese Proverb

***Learn: transitive verb, To gain knowledge or understanding of or skill in by study, instruction, or experience***

I believe in my core that students learn by *doing*. They learn by making mistakes, taking risks, and reflecting on what they've learned and how well they can apply it, while also receiving feedback from their instructor and their peers. During each and every class period, I aim to provide students with opportunities to do just this and encourage them to become risk-takers as they communicate in Spanish. First and foremost when I think of how and why I approach teaching in the way that I do, is my conviction that experiential learning is the best methodological tool available to me.

***Col-lab-o-rate: intransitive verb, To work jointly with others or together especially in an intellectual endeavor***

A core component of experiential learning in my classes is the role of group and small work. Students frequently and regularly work in small groups or pairs to complete tasks collaboratively. Collaborative learning is vital to how I teach as it engages students actively and keeps them involved throughout the class period. Furthermore, it helps keep them motivated, allows them to assess their progress, and it enables students to confirm their ability to communicate in a second language.

***Com-mu-ni-cate: intransitive verb, To transmit information, thought, or feeling so that it is satisfactorily received or understood***

Communication is the primary outcome I seek in each and every course; I hope that through my classes, students will learn new ways to communicate with others. Ideally, that improvement primarily impacts their ability to connect with others in the Spanish-speaking communities throughout the world. However, many of the skills involved in learning Spanish will transfer to their native language and will hopefully also result in increased compassion for those non-native English speakers with whom my students interact. Additionally, I consistently remind students that communication does not require perfect accuracy in the language and involves numerous aspects other than grammatical accuracy. As such, I encourage my students to take pride anytime they are able to communicate an idea to another entirely in Spanish, while also reflecting on how they conveyed that message, in the hope that they will identify ways to improve without solely focusing on what they did "wrong".

***Mo-ti-vate: transitive verb, To provide a need or desire that causes a person to act***

Students need to be motivated in order to apply themselves fully to any course and a good instructor is constantly seeking ways to motivate his/her students. I find that by providing them with numerous opportunities to interact, in Spanish, with one another and with me, the feedback they receive assists them in monitoring the progress they're making, which is highly motivating to them. I also use humor, positive feedback, technology, variety in the selection of materials and activities, as well as references to real-world situations to help students become and stay motivated in my course.

***In-de-pen-dent: adjective, Not requiring or relying on others***

One of my main objectives as a teacher is to inspire my students to take ownership of their own learning by encouraging them to develop the ability and a desire to learn and think for themselves. Students need to be taught how to do this and regularly encouraged to engage in such activities, but it is my hope that the resulting outcome is what will lead them down a path of life-long learning. My classes are not primarily teacher-centered, which means that while I do control the overall course objectives, I do not control every minute aspect of the course. As independent learners, my students will contribute new and varied vocabulary to the course and will enrich the class with their own experiences and interests. My lesson plans attempt to be open enough to allow students to personalize the activities so that the communication they produce, be it written or oral, will be meaningful to them while sufficiently structured to ensure progress toward the overall objectives.

***Evo-lu-tion: noun, A process of continuous change from a lower, simpler, or worse to a higher, more complex, or better state***

Like any good instructor, my philosophy of teaching is constantly evolving as I learn more about how students learn, gain feedback from new groups of students, interact with my colleagues, and experiment with new techniques and approaches. Without a doubt, my teaching practices have been expanded and enhanced through the collegial interactions I've had over the past few years. The honest give and take of our discussions has led me to question every assumption I've made about how I teach and how my students learn. I look forward to the continued evolution of my approach in the years to come and to the improvements that will result for my students.

**Teaching Philosophy**  
**Susan Yoder-Kreger**  
**Center for Languages and Cultures**

From elementary school through high school, I looked up to my teachers as role models and hoped that someday I could fill a similar part in my own students' lives. I really cannot remember a time when I did not want to be a teacher. When I think about the most effective teachers I ever had, the fact that they consistently demonstrated excitement about what they were teaching definitely stands out. Not only did they come to class with a well organized plan, but that plan confirmed the value they placed on their students. I too am passionate about what I do and I believe that my students see that enthusiasm when they are in my classes.

After teaching for more than three decades, my understanding of what "being a teacher" means has certainly changed. I no longer see myself as the one person in the classroom who has the information, with my goal being to explain that information to my students. Honestly, it has become much more exciting to create a classroom environment in which the students are at the center of the activity.

I organize my classes to provide students the time to review material, express ideas, listen to others' opinions, and jointly move toward a better grasp of the information we are covering. My responsibility is to point students to a variety of resources, help them manage the material, and then allow them the opportunity to practice. As a language teacher, keeping students as the main participants is no easy task. With the current focus being on communication, I try to create a situation for which it becomes logical to use the language. Most of the activities in my classes are done in pairs or groups of 3 to 5. As the students work toward completing specific tasks, I move around the classroom facilitating their efforts. Working together to explain, discuss, and create using a selected piece of information is what classroom dynamics are all about.

Technology has revolutionized not only the way that students obtain information, but also the means by which they share that information. The use of computer software, internet sites, web cameras, digital voice recorders, and so on has completely changed the dynamics in the classroom. I use technology whenever possible to provide students with alternative ways not only to discover new information but also to use the language. Given that the majority of learning takes place outside the classroom walls, I encourage my students to use technology to make contact with their classmates and with me whenever they have the need.

Students vary in aptitude, learning styles, time commitments, interests, etc. An important part of my responsibility is to reach out to all the students who are in my class at a given time. Since this varies from class to class, there can be no set agenda. Consequently, flexibility is an integral part of my classroom organization. I understand that not all students will be receptive to these efforts, but it is my intention to try.

**Study Spanish in San José, Costa Rica,  
live with a Costa Rican family,  
and earn UMSL Spanish 2101, 2171, or 3271 credit**

tentative dates:

December 27<sup>th</sup>, 2008 – January 10<sup>th</sup>, 2009

Program Coordinators:

Kimberley Sallee

Associate Teaching Professor of Spanish  
University of Missouri–St Louis  
Department of Foreign Languages  
Clark Hall 550 - 314-516-6865

Susan Yoder-Kreger

Associate Teaching Professor of Spanish  
University of Missouri–St Louis  
Department of Foreign Languages  
Clark Hall 548 - 314-516-6461

This experience has been designed for those students wishing to complete their Foreign Language Requirement and/or advance their oral proficiency skills while simultaneously immersing themselves in Costa Rican culture.

The Program Coordinator(s) will be available at all times to assist each student in making this experience all that it can be.

Program details:

Dates: Tentatively scheduled for December 27<sup>th</sup>, 2008 – January 10<sup>th</sup>, 2009

Place: San José, Costa Rica

Costs: **Instructional Fees** for 3 credits (including Technology Fees): \$773.40\*  
**Program Fees** (includes airfare, housing with 2 meals per day (breakfast & dinner) and laundry, student health insurance, 35 hours of Spanish instruction, two excursions (including transportation & lodging) & a San José City Tour): \$1,775.00\*\*

Total: \$2,548.40

\*Non-degree students wishing to participate with a non-credit option would pay a \$500 non-credit fee in lieu of Instructional fees noted above.

\*\*Students earning credit for the Service Learning project will be assessed an additional \$257.80 in Instructional Fees and will earn a total of 4 credits for this experience.

Courses: Students will be enrolled in language courses developed and administered through the Costa Rican Language Academy. Classes meet each week day until 2:00 or 3:00pm, with a break for lunch. Additional conversation, cooking and dancing classes are offered, free of charge, in the afternoons. Class size is limited to 5 students and courses are tailored to students' individual needs and abilities.

- Excursions:** Students will participate in 2 excursions: a white water rafting trip and an excursion to Tortuguero while in Costa Rica, expenses for which are covered in the Program Fees.
- Housing:** Housing is arranged through the school with Costa Rican homestay families in the area, and the room and board costs are included in the program fees. Students will have their own rooms and bathroom, and the families will provide breakfast and dinner each day, as well as laundry services. Students will be asked to submit a housing form on which they state living preferences that will be matched, to the best of the school's ability, to families available.
- Travel:** Participants will travel as a group to San Jose on or about Saturday, December 27th, and will return to St Louis on or about Saturday, January 10<sup>th</sup>. Airfare is included in the program fees.
- Service Learning:** Students will have the option of participating in a one-credit Service Learning experience which will require preparation before departure and reflection upon our return to St Louis. In Costa Rica, students will participate in an approved service learning activity that will . . .
- allow them to practice and further develop their oral proficiency in Spanish,
  - encourage group work to draw on the strengths of each individual and his/her own background and preparation at the University of Missouri – St Louis,
  - develop a better understanding of the complexities and richness of Costa Rican culture,
  - permit them to engage in meaningful, one-on-one interactions with Costa Ricans, in Spanish,
  - leave behind a lasting tool and/or positive imprint on the organization(s) served.
- Misc:** Students will need to budget appropriately for personal expenses, such as lunch daily, optional activities, souvenirs, nightlife, etc.

The Office of Study Abroad will coordinate an orientation session that must be attended by all program participants. Additionally, one group meeting/orientation, organized by the Program Coordinator, will be required. Dates will be announced for both events in the Fall.

**Application:** **Applications are due Friday, September 26th** along with a \$375 *non-refundable* deposit, which will be applied to the Program Fees. Once accepted, an \$800 payment toward Program Fees is due by October 17<sup>th</sup> and the remaining balance is due November 21<sup>th</sup>. Program fees must be paid by check or money order. Instructional fees will be billed to your student account, as normal. Applications may be obtained at the Study Abroad Office in the MSC or from either of the Program Coordinators.

**Tentative Calendar:**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						Dec 27 Fly to San José
Dec 28 Orientation and Scavenger hunt	Dec 29 8-9 placement 9am-12pm class 12-1pm lunch 1-2pm class 2-3 orientation 3-5 add'l classes	Dec 30 8am-12pm class 12-1pm lunch 1-2pm class 3-5 add'l classes	Dec 31 Excursion to Tortuguero	Jan 1 In Tortuguero (canal tours, hiking options, etc)	Jan 2 Leave Tortuguero, spend the night in Guapiles	Jan 3 White Water Rafting activity (all-day)
Jan 4 Free time	Jan 5 8am-12pm class 12-1pm lunch 1-2pm class 2pm-Service Learning OR 3-5 add'l classes	Jan 6 8am-12pm class 12-1pm lunch 1-2pm class 3-5 add'l classes Group dinner	Jan 7 8am-12pm class 12-1pm lunch 1-2pm class 3-5 add'l classes	Jan 8 8am-12pm class 12-1pm lunch 1-2pm class 2pm-Service Learning OR 3-5 add'l classes	Jan 9 8am-12pm class 12-1pm lunch 1-2pm class 3-5 add'l classes	Jan 10 Return to St Louis

**SPANISH 1001—WINTER 2008**  
**COURSE GUIDELINES AND SYLLABUS**  
**UNIVERSITY OF MISSOURI—ST. LOUIS**

**Instructor:**

**Office:**

**Office hours:**

**Phone:**

**E-mail:**

**Course Web Page:** <http://mygateway.umsl.edu>

### **I. Required Course Materials:**

- *Temas: Spanish for the Global Community*, by Cubillos and Lamboy, 2<sup>nd</sup> edition. Thomson & Heinle, 2007 with a valid access code to iLrn Heinle Learning Center for access to required workbook, lab manual, video and other activities.
- A headset with microphone, available for purchase in the bookstore.
- Access to a computer and the internet.

### **II. Course Description and Objectives:**

Spanish 1001 is the first semester of Spanish study at the university level. No previous knowledge of the language is assumed. In this course we will begin to develop communicative skills in the Spanish language. Communication requires abilities in four skills that will be nurtured in this course: listening, speaking, reading, and writing. Likewise, knowledge of culture is required to communicate in a second language; therefore, many aspects of the Spanish culture will be presented, explored and assessed.

By the end of the semester, students should function at a Novice-Mid level of proficiency in speaking and listening, and at the Novice-High level of proficiency in reading and writing, as established by the American Council on the Teaching of Foreign Languages, and as determined through oral and written assessments.

### **III. Instructional Strategies:**

Class time is used primarily to practice speaking and listening skills in the target language. Therefore, a significant portion of in-class time is spent working in pairs and small groups while the instructor moves about the class monitoring, facilitating and assisting students. All in-class communication is expected to be in Spanish. Grammar explanations and presentations are typically covered in out-of-class materials. Students are responsible for preparing these course materials and seeking assistance if further clarification is needed.

MyGateway should be checked daily. Your instructor will use this tool to post announcements and assignments. Some of these assignments may require the use of Microsoft Word or the use of the online VoiceBoard and/or VoiceEmail function. This means that some homework – whether written or recorded -- may be submitted electronically, either through MyGateway, email, or directly from a website or software. Assignments will also be given directly from the textbook. Students should expect that some quizzes and/or portions of course exams may be administered electronically.

### **IV. Grading System:**

The final course grade is based on the following:

Written Exams	25 %
Oral Exams	25 %
Participation	10 %
In-Class Activities / Quizzes	5 %
Homework (oral and written)	15 %
Final Exam (written and oral)	20 %

The letter grade is calculated in the following manner:

100 – 93 % = A	82 – 80 % = B-	69 - 67 % = D+
92 – 90 % = A-	79 – 77 % = C+	66 – 63% = D
89 – 87 % = B+	76 – 73 % = C	62 – 60% = D-
86 – 83 % = B	72 – 70 % = C-	59% or less = F

## V. Assessment:

- Written exams will assess students' knowledge of vocabulary, grammar and culture, and their proficiency in reading and writing. Students are advised to take note now of the written test dates on the syllabus so that these days will not be a surprise. There will be no make-up exams unless there is a valid excuse and arrangements are made with the instructor **prior to the exam**. Written documentation may be required to take make-up exams, which must be taken within three class days of the original exam date.
- Oral exams will assess students' oral proficiency, including listening and speaking skills. These exams will consist of interviews, in-class presentations, online voice messages, or other forms of evaluation. Again, there are no make-up oral exams unless there is a valid excuse and arrangements are made with the instructor **prior to the exam**. Written documentation may be required to take make-up exams, which must be taken within three class days of the original exam date.
- Participation includes actively listening to the instructor and peers, asking questions in Spanish, collaborating in group activities, staying on task when working with partners or in groups, responding to questions, etc. and requires that students prepare appropriately before class. Daily participation helps students develop proficiency in the four skills, and especially in speaking and listening. The participation grade is determined according to attendance, preparation before class, use of Spanish, and contribution to classroom tasks (see attached *Participation Assessment Criteria*).
- Quizzes may be given at any time. Therefore, students need to keep up with the information covered in class to be prepared for any announced or unannounced quiz. Any aspect of the language that has been studied in class or assigned for homework may be assessed and quizzes may be administered using traditional pen and paper, clickers, Wimba Voice Tools, or other similar tools. **No make-up quizzes are permitted.**
- Homework must be completed regularly and thoughtfully in order to be successful in this course. Speaking and listening activities using Wimba VoiceBoard or VoiceEmail will assist students in developing their oral skills. Additionally, the completion of the assigned online textbook exercises is required and will be computer graded/checked and reviewed by the instructor. After completing an exercise, students will check their answers using the computer submittal process. To receive credit for each chapter, ALL assigned exercises must be completed, corrected, and submitted prior to the designated deadline. In addition, students will write short compositions, as assigned during the semester. These compositions must be typed or word-processed unless otherwise directed by the instructor. These and other assignments may be done during class or may be assigned for homework, as determined by the instructor.
- Final Exam: The final exam is comprehensive (see Syllabus for final exam dates). Department policy states that any student not present for the final exam, and who has not made prior arrangements for an alternate exam time will receive a zero for the final exam grade. No exams are given prior to the scheduled final exam date.

## VI. Special Policies and Needs

- Please do not hesitate to ask for help. If you are confused and need clarification, please notify your instructor immediately and take advantage of the announced office hours. There are also free tutors available through the Language Resource Center (555 Clark Hall). The Resource Center can be reached through the main Foreign Language Office, Clark Hall 554. A schedule will be posted on the door of Clark 554 and Clark 555. Do keep in mind that the tutors are not allowed to do your homework! They are there to help you understand and practice the material. If you are not able to meet with a tutor during the regularly scheduled time, you

may request free one-on-one tutoring sessions at times that fit your schedule. Please contact Jim Karlake (Administrative Assistant and Resource Center Coordinator) at 516-6242 if you would like to make an individual appointment with a tutor.

Dictionaries, networked computers, and other resources are also available in the Resource Center.

- Students are reminded that according to the College of Arts & Sciences, a grade of C- or better is required in 1001 to enter 1002. If the instructor believes that a student may be in danger of falling below a C- average, the student may be referred to the Center for Student Success (CSS) via the *Early Alert System*. The CSS offers assistance tailored to special instructional needs. Learn about the Early Alert System in the online Student Planner at:

[http://www.umsl.edu.studentlife/dsa/student\\_planner/academics/earlyalert.htm](http://www.umsl.edu.studentlife/dsa/student_planner/academics/earlyalert.htm).

- Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Services Office in 144 Millennium Student Center at 516-6554 as soon as possible to ensure that such accommodations are arranged in a timely fashion. After contacting this office, please speak with the course instructor so that the necessary arrangements can be made.
- **Please pay attention to the following deadlines:**

February 11                      Last day a student may drop a course without receiving a grade.

April 5                              Last a student may drop a course and receive an Excused or a Failing grade.

If you drop a course during the initial 4-week period, you will not receive a grade. If you drop a course after the initial 4-week period (after February 11, 2008) your instructor will give you a grade: “Excused” if you are passing at that time, or “Failing” if you are failing. A “Failing” grade received during the semester is the same as receiving a grade of F at the end of the semester: It will be used to figure on your GPA. Attention: disappearing from the classroom, **without formally dropping a course or withdrawing from the University, will result in you receiving a 0 on each assignment or test you will miss thereafter**. It will ultimately result in you receiving a grade of F at the end of the semester, even if you formally drop the course or withdraw from the university at a later date. As long as you are on the roster, you will be receiving grades for assignment/quizzes/ tests that you miss. Questions about refund deadlines and policies should be directed to the Office of the Registrar. (See UM-St. Louis Bulletin for more information).

- No activated pagers or cell phones are allowed in the classroom. Please be considerate and turn off all electronic devices before class and refrain from using them until class has been dismissed.
- Academic dishonesty, such as cheating and plagiarism, is defined in the Code of Student Conduct (see *UMSL Bulletin*) as follows: The term **cheating** includes but is not limited to (i) use of any unauthorized assistance in taking quizzes, tests, or examinations; (ii) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (iii) acquisition or possession without permission of tests, or other academic material belonging to a member of the university faculty or staff; or (iv) knowingly providing any unauthorized assistance to another student on quizzes, tests, or examinations. The term **plagiarism** includes, but is not limited to: (i) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with footnotes, citations or bibliographical reference; (ii) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; or (iii) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators.

Therefore, in consideration of the above:

- No cheating or plagiarism will be tolerated.
- The student will receive a grade of zero (0) on the assignment (quiz, homework, take-home paper, final exam, composition) for cheating or plagiarism.

- All dishonesty is required to be reported to the proper University authority.
- The use of any translating software programs (freetranslation.com, babelfish.altavista.com, to name a few, although this list is by no means exhaustive) to complete homework assignments, writing tasks, etc for this class is not permitted. Any materials submitted to the instructor that are found to have been prepared with the assistance of these websites or similar software will receive a grade of zero and will be dealt with in accordance with the above stated academic dishonesty policy.

**TENTATIVE SYLLABUS  
SPANISH 1001 — WINTER 2008**

Enero	14	Introducción	Marzo	10	Cap. 3: Tema 2
	15	Capítulo preparatorio		11	Cap. 3: Tema 2
	16	Capítulo preparatorio		12	Cap. 3: Tema 2
	17	Capítulo preparatorio		13	Cap. 3: Tema 3
Enero	21	<b>NO HAY CLASE</b>	Marzo	17	Cap. 3: Tema 3
	22	Capítulo preparatorio		18	Cap. 3: Tema 3
	23	Capítulo preparatorio		19	<b>Examen oral III (Caps 2 y 3)</b>
	24	<b>Examen escrito I</b>		20	<b>Examen oral III (Caps 2 y 3)</b>
Enero	28	<b>Examen oral I</b>	Marzo	24	<b>Vacaciones</b>
	29	Cap. 1: Tema 1		25	<b>Vacaciones</b>
	30	Cap. 1: Tema 1		26	<b>Vacaciones</b>
	31	Cap. 1: Tema 1		27	<b>Vacaciones</b>
Febrero	4	Cap. 1: Tema 2	Marzo	31	Cap. 4: Tema 1
	5	Cap. 1: Tema 2	Abril	1	Cap. 4: Tema 1
	6	Cap. 1: Tema 2		2	Cap. 4: Tema 1
	7	Cap. 1: Tema 3		3	Cap. 4: Tema 1
Febrero	11	Cap. 1: Tema 3	Abril	7	Cap. 4: Tema 2
	12	Cap. 1: Tema 3		8	Cap. 4: Tema 2
	13	<b>Examen oral II (Cap. 1)</b>		9	Cap. 4: Tema 2
	14	Cap. 2: Tema 1		10	Cap. 4: Tema 2
Febrero	18	Cap. 2: Tema 1	Abril	14	Cap. 4: Tema 3
	19	Cap. 2: Tema 1		15	Cap. 4: Tema 3
	20	Cap. 2: Tema 2		16	Cap. 4: Tema 3
	21	Cap. 2: Tema 2		17	<b>Examen escrito III (Caps 3 y 4)</b>
Febrero	25	Cap. 2: Tema 2	Abril	21	Cap. 5: Tema 1
	26	Cap. 2: Tema 3		22	Cap. 5: Tema 1
	27	Cap. 2: Tema 3		23	Cap. 5: Tema 1
	28	Cap. 2: Tema 3		24	Cap. 5: Tema 1
Marzo	3	<b>Examen escrito II (Cap. 1 y 2)</b>	Abril	28	<b>Repaso</b>
	4	Cap. 3: Tema 1		29	<b>Repaso</b>
	5	Cap. 3: Tema 1		30	<b>Examen oral final (comprensivo)</b>
	6	Cap. 3: Tema 1	Mayo	1	<b>Examen oral final</b>

**Examen Final (comprensión auditiva, pronunciación, lectura y escritura):  
jueves, 8 de mayo, 12:30-2:30 de la tarde  
Location: to be determined**

**Spanish 1001 – Winter 2008**  
**Participation Assessment Criteria (\*)**

Daily participation in class helps students to develop proficiency in the four skills, especially speaking and listening. Participation includes active listening, asking questions, collaborating in group activities, responding to questions, etc. The participation grade is determined according to attendance, use of Spanish, and contribution to classroom tasks. At the end of each week/day the instructor will record the number of points earned for participation. Each week/day is worth **5 points**.

<b>Points</b>	<b>Description</b>
<b>5</b>	<b>Outstanding.</b> Came to class on time and came prepared. Spoke mostly in Spanish. Always participated in classroom activities, and encouraged others to participate. Always listened to classmates and instructor. Always answered questions voluntarily, without being called on. Did the assigned homework.
<b>4</b>	<b>Above Average.</b> Came late to class but came prepared. Spoke mostly in Spanish. Always participated in classroom activities, and encouraged others to participate. Always listened to classmates and instructor. Answered questions voluntarily and when called on. Did the assigned homework.
<b>3</b>	<b>Average.</b> Came late to class and/or usually spoke in Spanish. Usually participated in classroom activities, and encouraged others to participate. Usually listened to classmates and instructor. Usually answered questions when called on. Did a majority of the assigned homework.
<b>2</b>	<b>Poor.</b> Came late to class and/or came unprepared. Rarely spoke in Spanish. Rarely participated in classroom activities or encouraged others to participate. Rarely listened to classmates and instructor. Rarely answered questions when called on. Only did some of the assigned homework.
<b>1</b>	<b>Deficient.</b> Came late to class and came unprepared. Rarely spoke in Spanish. Never spoke in Spanish. Was disruptive during classroom tasks. Never listened to classmates or instructor. Never answered questions when called on. Did not do the assigned homework.
<b>0</b>	<b>Absent.</b> Did not attend class.

(\*) Adapted from "Participation Self-Assessment" by Tony Houston, published in *Foreign Language Annals*, vol. 38, no. 3, Fall 2005.

**SPANISH 1002—WINTER/SPRING 2008  
COURSE GUIDELINES AND SYLLABUS  
UNIVERSITY OF MISSOURI—ST. LOUIS**

**Instructor:** Phone:  
**Office:** E-mail:  
**Office hours:** Web Page:

**I. Required Course Materials:**

- *Temas: Spanish for the Global Community*, by Cubillos and Lamboy, 2<sup>nd</sup> edition. Thomson & Heinle, 2007 with a valid access code to iLrn Heinle Learning Center for access to required workbook, lab manual, video and other activities. Course code: **THEAA837**
- A CPS Responder or “clicker” and membership in the CPS online course site. Class Key: **M36870L759**
- A headset with microphone, available for purchase in the bookstore.
- Access to a computer and the internet.

**II. Course Description and Objectives:**

Spanish 1002 is the second semester of Spanish acquisition at the university level. In this course we will continue to develop communicative skills in the Spanish language. Communication requires abilities in four skills that will be nurtured in this course: listening, speaking, reading, and writing. Likewise, knowledge of culture is required to communicate in a second language; therefore, many aspects of the Spanish culture will be presented, explored and assessed.

By the end of the semester, students should function at a Novice-High level of proficiency in speaking and listening, and at an Intermediate-Low level of proficiency in reading and writing, as established by the American Council on the Teaching of Foreign Languages, and as determined through oral and written assessments.

**III. Instructional Strategies:**

Class time is used primarily to practice speaking and listening skills in the target language. Therefore, a significant portion of in-class time is spent working in pairs and small groups while the instructor moves about the class monitoring, facilitating and assisting students. All in-class communication is expected to be in Spanish. Grammar explanations and presentations are typically covered in out-of-class materials. Students are responsible for preparing these course materials and seeking assistance if further clarification is needed.

MyGateway should be checked daily. Your instructor will use this tool to post announcements and assignments. Some of these assignments may require the use of Microsoft Word or the use of the online VoiceBoard and/or VoiceEmail function. This means that some homework – whether written or recorded -- may be submitted electronically, either through MyGateway, email, or directly from a website or software. Assignments will also be given directly from the textbook. Students should expect that some quizzes and/or portions of course exams may be administered electronically.

**IV. Grading System:**

The final course grade is based on the following:

Written Exams	25 % (5% 1 <sup>st</sup> exam; 10% 2 <sup>nd</sup> and 3 <sup>rd</sup> )
Oral Exams	25 % (5% 1 <sup>st</sup> exam; 10% 2 <sup>nd</sup> and 3 <sup>rd</sup> )
Participation	10 %
In-Class Activities / Quizzes	5 %
Homework (oral and written)	15 %
Final Exam (written and oral)	20 %

The letter grade is calculated in the following manner:

100 – 93 % = A	82 – 80 % = B-	69 - 67 % = D+
92 – 90 % = A-	79 – 77 % = C+	66 – 63% = D
89 – 87 % = B+	76 – 73 % = C	62 – 60% = D-
86 – 83 % = B	72 – 70 % = C-	59% or less = F

## V. Assessment:

- Written exams will assess students' knowledge of vocabulary, grammar and culture, and their proficiency in reading and writing. Students are advised to take note now of the written test dates on the syllabus so that these days will not be a surprise. There will be no make-up exams unless there is a valid excuse and arrangements are made with the instructor **prior to the exam**. Written documentation may be required to take make-up exams, which must be taken within three class days of the original exam date.
- Oral exams will assess students' oral proficiency, including listening and speaking skills. These exams will consist of interviews, in-class presentations, online voice messages, or other forms of evaluation. Again, there are no make-up oral exams unless there is a valid excuse and arrangements are made with the instructor **prior to the exam**. Written documentation may be required to take make-up exams, which must be taken within three class days of the original exam date.
- Participation includes actively listening to the instructor and peers, asking questions in Spanish, collaborating in group activities, staying on task when working with partners or in groups, responding to questions, etc. and requires that students prepare appropriately before class. Daily participation helps students develop proficiency in the four skills, and especially in speaking and listening. The participation grade is determined according to attendance, preparation before class, use of Spanish, and contribution to classroom tasks (see attached *Participation Assessment Criteria*).
- Quizzes may be given at any time. Therefore, students need to keep up with the information covered in class to be prepared for any announced or unannounced quiz. Any aspect of the language that has been studied in class or assigned for homework may be assessed and quizzes may be administered using traditional pen and paper, clickers, Wimba Voice Tools, or other similar tools. **No make-up quizzes are permitted.**
- Homework must be completed regularly and thoughtfully in order to be successful in this course. Speaking and listening activities using Wimba VoiceBoard or VoiceEmail will assist students in developing their oral skills. Additionally, the completion of the assigned online textbook exercises is required and will be computer graded/checked and reviewed by the instructor. After completing an exercise, students will check their answers using the computer submittal process. To receive credit for each chapter, ALL assigned exercises must be completed, corrected, and submitted prior to the designated deadline. In addition, students will write short compositions, as assigned during the semester. These compositions must be typed or word-processed unless otherwise directed by the instructor. These and other assignments may be done during class or may be assigned for homework, as determined by the instructor.
- Final Exam: The final exam is comprehensive (see Syllabus for final exam dates). Department policy states that any student not present for the final exam, and who has not made prior arrangements for an alternate exam time will receive a zero for the final exam grade. No exams are given prior to the scheduled final exam date.

## VI. Special Policies and Needs

- Please do not hesitate to ask for help. If you are confused and need clarification, please notify your instructor immediately and take advantage of the announced office hours. There are also free tutors available through the Language Resource Center (555 Clark Hall). The Resource Center can be reached through the main Foreign Language Office, Clark Hall 554. A schedule will be posted on the door of Clark 554 and Clark 555. Do keep in mind that the tutors are not allowed to do your homework! They are there to help you understand

and practice the material. If you are not able to meet with a tutor during the regularly scheduled time, you may request free one-on-one tutoring sessions at times that fit your schedule. Please contact Jim Karlake (Administrative Assistant and Resource Center Coordinator) at 516-6242 if you would like to make an individual appointment with a tutor.

Dictionaries, networked computers, and other resources are also available in the Resource Center.

- Students are reminded that according to the College of Arts & Sciences, a grade of C- or better is required in 1002 to enter 2101. If the instructor believes that a student may be in danger of falling below a C- average, the student may be referred to the Center for Student Success (CSS) via the *Early Alert System*. The CSS offers assistance tailored to special instructional needs. Learn about the Early Alert System in the online Student Planner at:

[http://www.umsl.edu/studentlife/dsa/student\\_planner/academics/earlyalert.htm](http://www.umsl.edu/studentlife/dsa/student_planner/academics/earlyalert.htm)

- Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Services Office in 144 Millennium Student Center at 516-6554 as soon as possible to ensure that such accommodations are arranged in a timely fashion. After contacting this office, please speak with the course instructor so that the necessary arrangements can be made.
- Students choosing to withdraw from class after the first four weeks of class will receive an “Excused” grade, provided they are passing the course at that time. Otherwise, a “Failing” grade is given (See UM-SL Bulletin). Questions about refund deadlines and policies should be directed to the Office of the Registrar.

February 11	Last day a student may drop a course without receiving a grade
April 5	Last day a student may drop a course

- No activated pagers or cell phones are allowed in the classroom. Please be considerate and turn off all electronic devices before class and refrain from using them until class has been dismissed.
- Academic dishonesty, such as cheating and plagiarism, is defined in the Code of Student Conduct (see *UMSL Bulletin*) as follows: The term **cheating** includes but is not limited to (i) use of any unauthorized assistance in taking quizzes, tests, or examinations; (ii) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (iii) acquisition or possession without permission of tests, or other academic material belonging to a member of the university faculty or staff; or (iv) knowingly providing any unauthorized assistance to another student on quizzes, tests, or examinations. The term **plagiarism** includes, but is not limited to: (i) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with footnotes, citations or bibliographical reference; (ii) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; or (iii) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators.  
Therefore, in consideration of the above:
  - No cheating or plagiarism will be tolerated.
  - The student will receive a grade of zero (0) on the assignment (quiz, homework, take-home paper, final exam, composition) for cheating or plagiarism.
  - All dishonesty is required to be reported to the proper University authority.
- The use of any translating software programs (freetranslation.com, babelfish.altavista.com, to name a few, although this list is by no means exhaustive) to complete homework assignments, writing tasks, etc for this class is not permitted. Any materials submitted to the instructor that are found to have been prepared with the assistance of these websites or similar software will receive a grade of zero and will be dealt with in accordance with the above stated academic dishonesty policy.

**TENTATIVE SYLLABUS  
SPANISH 1002 — WINTER/SPRING 2008**

Enero	14	Repaso de Español 1001	Marzo	10	Cap. 7, Tema 3
	15	Repaso de Español 1001		11	Cap. 7, Tema 3
	16	Repaso de Español 1001		12	<b>Examen escrito II (Capítulos 6 &amp; 7)</b>
	17	Cap. 5, Tema 2		13	Cap. 8, Tema 1
Enero	21	<b>NO HAY CLASE</b>	Marzo	17	Cap. 8, Tema 1
	22	Cap. 5, Tema 2		18	Cap. 8, Tema 1
	23	Cap. 5, Tema 2		19	Cap. 8, Tema 1
	24	Cap. 5, Tema 2		20	Cap. 8, Tema 2
Enero	28	Cap. 5, Tema 3	Marzo	24	<b>Vacaciones</b>
	29	Cap. 5, Tema 3		25	<b>Vacaciones</b>
	30	Cap. 5, Tema 3		26	<b>Vacaciones</b>
	31	Cap. 5, Tema 3		27	<b>Vacaciones</b>
Febrero	4	<b>Examen oral I (Capítulo 5)</b>	Marzo	31	Cap. 8, Tema 2
	5	<b>Examen escrito I (Capítulo 5)</b>	Abril	1	Cap. 8, Tema 2
	6	Cap. 6, Tema 1		2	Cap. 8, Tema 3
	7	Cap. 6, Tema 1		3	Cap. 8, Tema 3
Febrero	11	Cap. 6, Tema 2	Abril	7	Cap. 8, Tema 3
	12	Cap. 6, Tema 2		8	Cap. 8, Tema 3
	13	Cap. 6, Tema 2		9	<b>Examen oral III (Capítulos 7 &amp; 8)</b>
	14	Cap. 6, Tema 3		10	<b>Examen oral III (Capítulos 7 &amp; 8)</b>
Febrero	18	Cap. 6, Tema 3	Abril	14	Cap. 9, Tema 1
	19	Cap. 6, Tema 3		15	Cap. 9, Tema 1
	20	<b>Examen oral II (Capítulo 6)</b>		16	Cap. 9, Tema 1
	21	<b>Examen oral II (Capítulo 6)</b>		17	Cap. 9, Tema 2
Febrero	25	Cap. 7, Tema 1	Abril	21	Cap. 9, Tema 2
	26	Cap. 7, Tema 1		22	Cap. 9, Tema 2
	27	Cap. 7, Tema 1		23	Cap. 9, Tema 2
	28	Cap. 7, Tema 2		24	<b>Examen escrito III (Capítulos 8 &amp; 9)</b>
Marzo	3	Cap. 7, Tema 2	Abril	28	<b>Repaso</b>
	4	Cap. 7, Tema 2		29	<b>Repaso</b>
	5	Cap. 7, Tema 3		30	<b>Examen final (conversación y pronunciación)</b>
	6	Cap. 7, Tema 3	Mayo	1	<b>Examen final (conversación)</b>

**Examen Final (comprensión auditiva, lectura y escritura):  
Jueves, 8 de mayo, 12:30-2:30 de la tarde  
Lugar: a anunciarse**

**Spanish 2101— Winter/Spring, 2008**  
**COURSE GUIDELINES AND SYLLABUS**  
**UNIVERSITY OF MISSOURI—ST. LOUIS**

**Instructor:**

**Office:**

**Office hours:**

**Phone:**

**E-mail:**

**Course Web Page:**

**I. Required Course Materials:**

- *Temas: Spanish for the Global Community*, by Cubillos and Lamboy, 2<sup>nd</sup> edition. Thomson Heinle, 2007 with a valid *HLC/iLrn/Quia passcard* for access to required workbook, lab manual, and other activities
- A headset with microphone, available for purchase in the bookstore.
- Access to a computer and the internet.

**II. Course Description and Objectives:**

Spanish 2101 is the third semester of Spanish acquisition at the university level. In this course we will continue to develop communicative skills in the Spanish language. Communication requires abilities in four skills that will be nurtured in this course: listening, speaking, reading, and writing. Likewise, knowledge of culture is required to communicate in a second language; therefore, many aspects of Hispanic culture will be presented, explored and assessed.

By the end of the semester, students should function at the Intermediate-Low level of proficiency in speaking and listening, and at the Intermediate-Mid in reading and writing, as established by the American Council on the Teaching of Foreign Languages, and as determined through oral and written assessments.

**III. Instructional Strategies:**

Class time is used primarily to practice speaking and listening skills in the target language. Therefore, a significant portion of in-class time is spent working in pairs and small groups while the instructor moves about the class monitoring, facilitating and assisting students. All in-class communication is expected to be in Spanish. Grammar explanations and presentations are typically covered in out-of-class materials. Students are responsible for preparing these course materials and seeking assistance if further clarification is needed.

MyGateway should be checked daily. Your instructor will use this tool to post announcements and assignments. Some of these assignments may require the use of Microsoft Word or the use of the online VoiceBoard and/or VoiceEmail function. This means that some homework – whether written or recorded -- may be submitted electronically, either through MyGateway, email, or directly from a website or software. Assignments will also be given directly from the textbook. Students should expect that some quizzes and/or portions of course exams may be administered electronically.

**IV. Grading System:**

The final course grade is based on the following:

Participation/In-class activities & quizzes (oral and written)	15%
Homework (oral and written)	20%
Oral & Written Exams (2 of each)	40%
Final Project (oral and written)	25%

The letter grade is calculated in the following manner:

100 – 93 % = A	82 – 80 % = B-	69 – 67 % = D+
92 – 90 % = A-	79 – 77 % = C+	66 – 63 % = D
89 – 87 % = B+	76 – 73 % = C	62 – 60 % = D-
86 – 83 % = B	72 – 70 % = C-	59% or less = F

## V. Assessment:

- Written exams will assess students' knowledge of vocabulary, grammar and culture, and their proficiency in reading and writing. Students are advised to take note now of the written test dates on the syllabus so that these days will not be a surprise. There will be no make-up exams unless there is a valid excuse and arrangements are made with the instructor **prior to the exam**. Written documentation may be required to take make-up exams, which must be taken within three class days of the original exam date.
- Oral exams will assess students' oral proficiency, including listening and speaking skills. These exams will consist of interviews, in-class presentations, online voice messages, or other forms of evaluation. Again, there are no make-up oral exams unless there is a valid excuse and arrangements are made with the instructor **prior to the exam**. Written documentation may be required to take make-up exams, which must be taken within three class days of the original exam date.
- Participation includes actively listening to the instructor and peers, asking questions in Spanish, collaborating in group activities, staying on task when working with partners or in groups, responding to questions, etc. and requires that students prepare appropriately before class. Daily participation helps students develop proficiency in the four skills, and especially in speaking and listening. The participation grade is determined according to attendance, preparation before class, use of Spanish, and contribution to classroom tasks (see attached *Participation Assessment Criteria*).
- In-class activities, assignments, and quizzes may be given at any time. Therefore, students need to keep up with the information covered in class to be prepared for any announced or unannounced quiz. Any aspect of the language that has been studied in class or assigned for homework may be assessed and quizzes may be administered using traditional pen and paper, clickers, Wimba Voice Tools, or other similar tools. **No make-up quizzes are permitted.**
- Homework must be completed regularly and thoughtfully in order to be successful in this course. Speaking and listening activities using Wimba VoiceBoard or VoiceEmail will assist students in developing their oral skills. Additionally, the completion of the assigned online exercises is required and will be computer graded/checked and reviewed by the instructor. After completing an exercise, students will check their answers using the computer submittal process. To receive credit, assigned exercises must be completed, corrected, and submitted prior to the designated deadline. In addition, students will write short compositions, as assigned during the semester. These compositions must be typed or word-processed unless otherwise directed by the instructor.
- The Final Project contains both a written and an oral component. Each student will be required to do individual research on a given topic and then share that information with other members of his/her group. The group will use the research to create a brochure, newsletter, or another written format approved by the instructor. Using the information gathered, each group will also produce a newscast, a radio or TV advertisement, or another oral format approved by the instructor. Both the written project and oral components will be done in stages with multiple drafts and revisions being completed within a given timeline.

## VI. Special Policies and Needs

- Please do not hesitate to ask for help. If you are confused and need clarification, please notify your instructor immediately and take advantage of the announced office hours. There are also free tutors available through the Language Resource Center (555 Clark Hall). The Resource Center can be reached through the main

Foreign Language Office, Clark Hall 554. A schedule will be posted on the door of Clark 554 and Clark 555. Do keep in mind that the tutors are not allowed to do your homework! They are there to help you understand and practice the material. If you are not able to meet with a tutor during the regularly scheduled time, you may request free one-on-one tutoring sessions at times that fit your schedule. Please contact Jim Karstlake (Administrative Assistant and Resource Center Coordinator) at 516-6242 if you would like to make an individual appointment with a tutor.

Dictionaries, networked computers, and other resources are also available in the Resource Center.

- Students are reminded that according to the College of Arts & Sciences, a grade of D- or better is required in Spanish 2101 to satisfy the language requirement. If the instructor believes that a student may be in danger of falling below a D average, the student may be referred to the Center for Student Success (CSS) via the *Early Alert System*. The CSS offers assistance tailored to special instructional needs. Learn about the Early Alert System in the online Student Planner at:

[http://www.umsl.edu/studentlife/dsa/student\\_planner/academics/earlyalert.htm](http://www.umsl.edu/studentlife/dsa/student_planner/academics/earlyalert.htm).

- Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Services Office in 144 Millennium Student Center at 516-6554 as soon as possible to ensure that such accommodations are arranged in a timely fashion. After contacting this office, please speak with the course instructor so that the necessary arrangements can be made.
- Students choosing to withdraw from class after the first four weeks of class will receive an “Excused” grade, provided they are passing the course at that time. Otherwise, a “Failing” grade is given (See UM-SL Bulletin). Questions about refund deadlines and policies should be directed to the Office of the Registrar.
- No activated pagers or cell phones are allowed in the classroom. Please be considerate and turn off all electronic devices before class and refrain from using them until class has been dismissed.
- Academic dishonesty, such as cheating and plagiarism, is defined in the Code of Student Conduct (see *UMSL Bulletin*) as follows: The term **cheating** includes but is not limited to (i) use of any unauthorized assistance in taking quizzes, tests, or examinations; (ii) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (iii) acquisition or possession without permission of tests, or other academic material belonging to a member of the university faculty or staff; or (iv) knowingly providing any unauthorized assistance to another student on quizzes, tests, or examinations. The term **plagiarism** includes, but is not limited to: (i) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with footnotes, citations or bibliographical reference; (ii) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; or (iii) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators.  
Therefore, in consideration of the above:
  - No cheating or plagiarism will be tolerated.
  - The student will receive a grade of zero (0) on the assignment (quiz, homework, take-home paper, final exam, composition) for cheating or plagiarism.
  - All dishonesty is required to be reported to the proper University authority.
- The use of any translating software programs (freetranslation.com, babelfish.altavista.com, to name a few, although this list is by no means exhaustive) to complete homework assignments, writing tasks, etc for this class is not permitted. Any materials submitted to the instructor that are found to have been prepared with the assistance of these websites or similar software will receive a grade of zero and will be dealt with in accordance with the above stated academic dishonesty policy.

**Spanish 2101 – Winter 2008**  
**Participation Assessment Criteria (\*)**

Daily participation in class helps students to develop proficiency in the four skills, especially speaking and listening. Participation includes active listening, asking questions, collaborating in group activities, responding to questions, etc. The participation grade is determined according to attendance, use of Spanish and contribution to classroom tasks. At the end of each day the instructor will record the number of points earned for participation. Each day is worth **5 points**.

- 5 Outstanding.** Came to class on time and came prepared (including the assigned homework). Spoke exclusively in Spanish. Always participated in classroom activities and encouraged others to participate. Always listened to classmates and instructor. Always answered questions voluntarily, without being called on.
- 4.5 Very Good.** Came to class on time and came prepared (including the assigned homework). Spoke mostly in Spanish. Always participated in classroom activities and encouraged others to participate. Always listened to classmates and instructor. Answered questions voluntarily and when called on.
- 4 Good.** Came late to class but came prepared (including the assigned homework). Spoke mostly in Spanish. Almost always participated in classroom activities and encouraged others to participate. Always listened to classmates and instructor. Answered questions voluntarily and when called on.
- 3.5 Adequate.** Came late to class but was generally prepared (including the assigned homework). Usually spoke in Spanish. Usually participated in classroom activities and encouraged others to participate. Usually listened to classmates and instructor. Usually answered questions when called on.
- 3 Poor.** Came late to class and/or came unprepared. Rarely spoke in Spanish. Rarely participated in classroom activities or encouraged others to participate. Rarely listened to classmates and instructor. Rarely answered questions when called on.
- 2.5 Deficient.** Came late to class and came unprepared. Rarely or never spoke in Spanish. Was disruptive during classroom tasks. Never listened to classmates or instructor. Never answered questions when called on.
- 0 Absent.** Did not attend class.

(\*) Adapted from “Participation Self-Assessment” by Tony Houston, published in Foreign Language Annals, vol. 38, no. 3, Fall 2005.

**TENTATIVE SYLLABUS**  
**SPANISH 2101 — WINTER/SPRING 2008**  
**(TR sections)**

Enero	15 Introducción al curso 16 Cap. 9, Temas 1 y 2	Marzo	11 Cap. 11, Tema 2 13 <b>Examen Oral II</b>
Enero	22 No hay clase 24 Cap. 9, Temas 2 y 3	Marzo	18 <b>Examen Oral II</b> 20 Cap. 12, Tema 1
Enero	29 Cap. 9, Tema 3 31 <b>Examen oral I</b>	Marzo	25 Vacaciones – No hay clase 27 Vacaciones – No hay clase
Febrero	5 Cap. 10, Tema 1 7 Cap. 10, Tema 2	Abril	1 Cap. 12, Tema 1 3 Cap. 12, Tema 2
Febrero	12 Cap. 10, Tema 2 14 Cap. 10, Tema 2	Abril	8 Cap. 12, Tema 2 10 <b>Examen escrito II</b>
Febrero	19 Cap. 10, Tema 2 21 Cap. 10, Tema 2	Abril	15 Proyecto 17 Proyecto
Febrero	26 <b>Examen escrito I</b> 28 Cap. 11, Tema 1	Abril	22 Proyecto 24 Proyecto
Marzo	4 Cap. 11, Tema 1 6 Cap. 11, Tema 2	Abril May	29 Proyecto 1 Proyecto

**Spanish 3215: Practicum in Spanish**  
**Guidelines and Policies**  
**Winter/Spring 2008**

**Instructor:** Martha Caeiro  
**Office:** 545 Clark Hall  
**Office hours:** M, Tu., W: 9:30 – 10:30 a.m.  
and by appointment

**Phone:** 516-6244  
**E-mail:** [mcaeiro@umsl.edu](mailto:mcaeiro@umsl.edu)  
**Course Web Page:**  
<http://mygateway.umsl.edu>

**Class materials**

- Selected articles on **Reserve** in **TJ Library** under the title “**Spanish 3215 Articles.**” It is not necessary to photocopy all articles at once.
- Internet articles (links to Internet articles will be posted on My Gateway).
- Computer with internet access.
- Community partner’s resources.

**Course Description**

This course introduces students to the Hispanic/Latino cultures in the US through community service and academic work. Students will perform a minimum of 20 hours for the semester of supervised fieldwork in local organizations that serve area Hispanics. They will study several issues related to the community they serve, will reflect on their field experience, and will connect their field experience with class readings and discussions. A required weekly seminar accompanies the field experience. This is a community-based learning class, which means that students are expected to reflect critically on their service experience throughout the semester.

**Course Objectives**

*Through their field experiences as well as through readings, discussions, and reflections, by the end of the semester students should be able to:*

- Perform with increased control, advanced proficiency level tasks and functions in the Spanish language (such as describing and narrating in major time frames) both in speech and in writing, as established by the American Council on the Teaching of Foreign Languages.
- Interact with Hispanics/Latinos using culturally appropriate attitudes and behaviors.
- Demonstrate an understanding of the mission, goals, activities and needs of the local agencies where they have performed their service.
- Demonstrate a critical understanding of some of the current issues affecting the Hispanic/Latino communities in the US both at the local and national level.

**Instructional Strategies**

Class time will be used primarily to share and reflect on students’ field experiences and to discuss some current key issues affecting Hispanic/Latinos in the US, relating them to students’ experiences and perceptions at the community agencies. Outside of class students will do their service work and will reflect on their field experiences by writing journal entries in the MyGateway blog. They will also read articles and complete other written or oral assignments.

## Course Requirements

### 1) *Field experience.*

Students are required to complete a minimum of 20 hours of supervised volunteer work at one of the agencies approved for this course. Completing less than 20 hours will affect the course grade and may result in a failing grade even if the student fulfills the other course requirements. Some agencies may require more hours. Students are expected to be at their field site every week until the end of the semester. Even if students fulfill the required minimum of 20 hours of field work before the end of the semester, they must continue their field work until the end of the semester.

Some agencies may require a training session. The hours of training at an agency will not necessarily count towards the 20 hours required for this course.

If a student has not done so yet, he/she must contact an agency by the end of the first week of classes.

Once students make a commitment with their agency supervisors, they must comply with the work, the days and the hours they agreed on. They will have to fill out a time sheet throughout the semester and have it signed by their supervisor. The students' work at the agency site will be evaluated by their site supervisors through a mid-semester and an end of the semester report.

I may accompany students to their sites once during the semester, mainly to better understand the comments they make in class or in journals about their field experiences.

2) *Seminar.* The class meets every week on Thursdays, from 2:00 to 3:30 p.m. Attendance at the seminar is required. Students should make sure that the hours they choose for their service do not coincide with the hours of this seminar. Seminars will be devoted mainly to sharing students' experiences at the field site and to discussing various issues related to Hispanics/Latinos in the US. It is important that students read the assigned articles and that they come prepared to discuss them in class. Students are expected to check the "Assignments" area of MyGateway prior to every class for weekly assignments. Even though some of the readings will be in English, class discussions will be in Spanish.

## Assessment

- **Attendance to agency:** A time sheet will document students' attendance and activities at the service site. Every time a student attends the field site, he/she is responsible for filling out the time sheet and asking the supervisor to sign it.
- **Supervisor's Reports:** Field supervisors will complete a mid-semester progress report form and a final evaluation form assessing students' work at the agency. The mid-semester progress report will provide both students and instructor with feedback on their service work. The supervisor's final evaluation will be the basis for a "Satisfactory/Unsatisfactory" grade on the students' field work performance. A "Satisfactory" grade will be earned if the supervisor gives the student an "Average to Excellent" mark in most areas. If the student receives below average marks in most areas, he/she will earn an "Unsatisfactory" grade for field work performance and therefore will not receive the points assigned to "Supervisor's Report."
- **Reflective Journal:** Students are required to write their journal entries in Spanish in the MyGateway blog. Most of the weekly journal entries will include a description of the student's **field activities** of the week as well as his/her **reflection** on them. Some will refer to an assigned reading or other activity. The topics of some of the entries will be assigned by me; others will be open. Each weekly entry has to be of between 130 and 150 words unless otherwise indicated by me. I will collect journal entries randomly every two to three weeks.

Before collecting journal entries, I may read them, provide some feedback, and ask the student to revise an entry when needed. For detailed guidelines and assessment criteria on journal entries, see “El diario reflexivo: pautas y criterios de evaluación.”

- **Community-based Activity:** This activity is related to the student’s field placement. Students will observe and study the agency where they do their service work (by reading its literature, by conducting interviews with its staff and clients, etc.), identify a problem or need related to the agency or the population it serves, and design an activity that could be implemented at the site. They will write a 3-5 page paper with a description of this community-based activity. Students may be asked to share this activity with the class. This project may be assigned to be done individually or in groups, depending on this semester’s field placements. More specific guidelines will be given to students later in the semester.
- **Reflective Oral Presentation:** At the end of the semester each student will give a 15 to 20 minute oral presentation on his/her field experience. It will be given in class, but I may open it to other students and faculty in the university. This presentation will include a description of the agency, a summary and evaluation of the student’s service experience, and a reflection on what he/she has learned from such experience. A written outline of the presentation will be submitted to me for evaluation purposes. More specific guidelines will be given to students later in the semester.
- **Class Participation and In-class Activities or Quizzes.** Class participation is determined according to attendance, preparation for class, quality and quantity of contributions to classroom discussions and activities, and use of Spanish (see Participation Assessment Criteria). At the end of each class day the instructor will record the number of points earned for participation. In addition, announced or unannounced quizzes and other in-class activities may be given for a grade.

### **Course Grade**

The final course grade will be based on the following:

Reflective Journal	20%
Community-based Project	20%
Oral Presentation	20%
Class Participation and Quizzes	15%
Attendance to Agency	15%
Supervisor’s Report	10% (Satisfactory/Unsatisfactory)

**Note:** The final course grade will be based on students’ performance at the field site AS WELL AS on their performance in class. Credit will not be given for field experience alone or for class performance alone.

### **Grading Scale**

The letter grade is calculated in the following manner:

100 – 93 % = A	82 – 80 % = B-	69 - 67 % = D+
92 – 90 % = A-	79 – 77 % = C+	66 – 63% = D
89 – 87 % = B+	76 – 73 % = C	62 – 60% = D-
86 – 83 % = B	72 – 70 % = C-	59% or less = F

## **Special Policies**

***Learning Contract and Release Form:*** In this course students are required to sign a *Student Learning Contract* and a *Hold Harmless Agreement*. Forms will be distributed the first day of class and have to be turned in to me on the second day of class.

***Withdrawal from the course:*** A practicum is different from other courses in that a field placement in the community entails commitments to the agencies, its clients, and the community. Therefore, students should only consider withdrawing from this course or from a field placement site under exceptional circumstances. Should a student desire or be requested to terminate a placement prior to the completion of the total hours required, the instructor should be contacted immediately to discuss the situation. Only after consultation with the instructor may the student terminate the practicum. Students experiencing problems at the practicum site should talk to the instructor and to the agency supervisor immediately.

***Academic Dishonesty:*** Academic dishonesty, such as cheating and plagiarism, is defined in the Student Code of Conduct (see Bulletin and UMSL Student Handbook). No cheating or plagiarism will be tolerated. A student will receive a grade of zero (0) on the assignment (quiz, homework, take-home paper, final exam, and composition) for cheating or plagiarism. All dishonesty may be reported to the proper University authority.

***Electronic devices:*** Please turn off cell phones and other electronic devices and refrain from using them in class.

## **Special needs**

If a student has a disability, he/she should notify me immediately so that I can make the appropriate accommodations for the class. However, community partners may not be able to offer the appropriate accommodations. Please see me after class or during office hours.