

College of Liberal Arts and Social Sciences (CLASS)  
Department of Spanish  
SPAN 3080  
Development of Spanish Language Proficiency  
Spring 2025

### Instructor Contact Information

**Name:** Dr. María Carpio-Manickam (she/her/hers)  
**Office Hours:** Tuesdays 1:00-2:00 pm or by appointment  
**Office Location:** LANG 401-H  
**Email:** [maria.carpio@unt.edu](mailto:maria.carpio@unt.edu)  
**Class schedule:** Tuesday / Thursday 3:30-4:50 pm  
**Classroom:** LANG 201

### Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Please, read the syllabus carefully and completely.

### Communication Expectations:

For any personal concerns or questions, email me (use only your UNT email account) or visit me during my office hours. I aim to return your graded work to you within one week of the due date. When this is not possible, I will send an announcement to the class.

**Cell phones and other electronic devices in the classroom are prohibited during class unless instructed by the professor. Please, keep your cell phones in your backpack. Laptops must be closed if not using for classroom purposes (taking notes, assignments, etc.).**

**Bathroom:** Please, use the bathroom before class starts to avoid getting up in the middle of class. I understand that there may be some illnesses or situations in which students may need to use the bathroom often. If that's the case, talk to me the first day of class.

### How to address your professor

Please, address me as Doctora Carpio-Manickam or profesora Carpio-Manickam and use the "Usted" form.

### Course Description

This course further develops the four skills of Spanish (speaking, listening, writing, and reading) to prepare students for the bilingual teaching profession. This course also covers an extensive review of the

teaching practices to prepare students to pass the Bilingual Target Language Proficiency Test (BTLPT) for the state of Texas. The class will be conducted fully in Spanish and students are expected to speak in Spanish as much as possible.

## Course Structure

The course content is organized in 10 lessons that cover the four skills of second language acquisition related to the bilingual classroom. Assignments, guidelines, and grading rubrics are in weekly folders in each module in Canvas. Some assignments will be done in Canvas, others will be done in class.

## Readings and Assignments

Students are expected to come to class fully prepared with the readings and assignments as scheduled in the assignment schedule section of this syllabus. It is the student responsibility to continually consult the assignments schedule and turn in assignments on time. **Late work will not be accepted**, please read the full policy below.

## Course Prerequisites

This course is designed for students who have passed SPAN 2050 at UNT or the equivalent. If after taking SPAN 2050 or the equivalent the student is still struggling with Spanish, it is highly recommended to take an advanced writing or conversation course before taking this course. For more information, please contact your professor or the Department of Spanish in LANG 101, (940) 565-2404.

## Course Objectives

By the end of this course, students will be able to:

- Demonstrate advanced listening skills in Spanish in a variety of scenarios in the bilingual classroom and school.
- Infer different types of communication (writing, videos, audios, presentations) and respond to the content.
- Analyze a variety of written texts, interpret, and paraphrase the content and explain the main ideas, infer, and determine the point of view of the author and respond to questions.
- Demonstrate advanced oral communication skills using specific vocabulary, advanced Spanish grammar structures and formal and informal communication strategies following the rules of oral communication according to a variety of situations in the bilingual classroom and the school.
- Demonstrate advanced writing skills in Spanish to effectively communicate with a variety of subjects (students, parents, administration) using the appropriate register (formal and informal) and correct grammatical structures.
- Recognize, review and apply advanced grammatical concepts previously learned during the four semesters of Spanish language courses.
- Understand and apply the orthographical rules in Spanish written contexts for effective communication (accent marks, spelling, punctuation)

## Required Texts and Materials

- Morris / Rosado. *Desarrollo del español para maestros en programas de educación bilingüe*. 2013 ISBN: 978-0-9800028-0-5

- Spanish/English Dictionary (the free application *SpanishDict* is a great resource)

**Important:** All students need to have their textbook as soon as possible. Weekly participation points will be taken off for not having the textbook by the third week of class.

## Supporting Materials for Lesson Plans

Math TEKS in Spanish:

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=4&ti=19&pt=2&ch=111](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=2&ch=111)

Science TEKS in Spanish:

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=4&ti=19&pt=2&ch=112](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=2&ch=112)

## Teaching academic subject dictionary recommended for lesson plans:

Adelman Reyes, S., Gabaldón, S., & Morejon, J.S. (Eds.). (2014). *La palabra justa*. Portland, OR: Diversity Learning K-12. 2014. ISBN: 978-0984731725

## Course Technology & Skills

### Minimum Technology Requirements

To be successful in this course, students will need the following technical skills:

- Computer
- Reliable internet access
- Speakers
- Microphone
- Webcam
- Plug-ins
- [Canvas Technical Requirements](#)

### Computer Skills & Digital Literacy

- Canvas navigation
- Sending and receiving emails
- Sending video recordings using a webcam
- Downloading and installing software such as LockDown Browser

### Technical Assistance

Learning using the 21<sup>st</sup> teaching methodologies involves the use of technology and dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk:** [UIT Student Help Desk site](#)

**Email:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Phone:** 940-565-2324

**In Person:** Sage Hall, Room 130

**Walk-In Availability:** 8am-9pm

**Telephone Availability:**

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

**Laptop Checkout:** 8am-7pm

For additional support, visit [Canvas Technical Help](#)

## Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their professors in the classroom and emails. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language based on race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal, or state law will not be tolerated.
- Treat your professor and classmates with respect in any communication online (Canvas, email) or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your professor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your professor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

## Policy on Late Work

Late work will be accepted only in case of an extreme situation. The student should contact the professor as soon as possible providing **original documentation** supporting the need for any late submission of a graded assignment. In the case of an anticipated absence, such as military deployment, the student should contact the professor in advance and plan to complete the required assignments.

## Grading

A = 90-100%, B = 80-89.4%, C = 70-79.4%, D = 60-69.4%, F = Below 60%

The final grade will be rounded up to the next grade as follows: 89.5-89.9= 90, etc.

To successfully pass the Texas BTLPT exam, it is highly recommended that students pass this course with a final grade of A or B. A minimum grade of C is obligatory for all Spanish majors and minors.

## Course Requirements

ASSIGNMENTS	FINAL GRADE PERCENTAGE
<b>Active Class Participation</b> <ul style="list-style-type: none"><li>• Group discussions</li><li>• Comments in class</li><li>• Taking notes from lectures</li><li>• Lesson Peer Review</li></ul>	25%
<b>Listening Assignments</b>	5%
<b>Reading Assignments</b>	5%
<b>Speaking Assignments</b>	15%
<b>Writing Assignments</b>	20%
<b>Quizzes (7 total)</b>	10%
<b>Service to the Community</b> <ul style="list-style-type: none"><li>• 12 hours of volunteer work at a Denton public school (4 hours per month)</li></ul>	20%
<b>Assignments to Earn Extra Credits</b> <ul style="list-style-type: none"><li>• SPOT Evaluation (10 points)</li></ul>	
<b>Total</b>	100%

### Class Active Participation

Engagement, participation, and interaction are important elements of the learning process. To that end, students are expected to come to class fully prepared by previously reading the assigned materials and bringing the textbook to class.

### Participation Points

Students will be graded according to their quality of participation in group discussions, giving comments in class, taking notes during lectures, and arriving on time to class. Each class will start with some questions related to the homework which will be followed by a provocative set of questions to induce critical thinking and group discussion.

Students will earn up to **4 participation points** for each day of class. Please arrive on time to class and participate actively so you earn as many points as possible.

### Participation points for each day of class will be earned as follows:

1. Arriving on time (1 point)
2. Coming prepared to class with the assigned readings and bringing the textbook to class (1 point)
3. Active participation in group discussions and class comments (1 point)
4. Taking notes in class during lectures (1 point)

Participation points will be posted biweekly in the grade book in Canvas.

**Students with perfect attendance will be rewarded 4 points to the total grade at the end of the semester.**

### PowerPoint Lectures

I will be teaching my lessons using a PowerPoint. You will learn important information regarding the BTLPT exam as well as the four Spanish language skills (listening, speaking, writing and reading) you need to master to pass the BTLPT exam and be successful in the bilingual classroom. You will be able to apply the acquired knowledge in class group discussions, reflections, quizzes, teaching a mini lesson, final evaluation, and service to the community at a public school in Denton (more about service below).

### Homework

Homework is an important aspect of this course as it gives you the background knowledge you need to better grasp difficult concepts in class. There will be listening, audio, reading and speaking homework assignments to reinforce your Spanish language skills. Instructions and rubrics for each assignment are available in their respective module in Canvas. Homework will be submitted in Canvas **every Monday before 11:59 pm (some assignments will be due Thursday before class).**

### Grammar assignments

After watching the grammar videos in Canvas, you can work on short (fill-in-the-blank) assignments to test your grammar skills. Although grammar assignments are optional, I highly recommend working on these as much as possible as it will help you to write better. All written assignments will be graded in content, grammar, vocabulary and organization.

**Note:** this course is not about grammar lessons. If some students need help with grammar, it is highly recommended enrolling in an advanced Spanish grammar course.

### Listening, Reading and Speaking Assignments

After learning the best practices to dominate these three language skills, students will practice in class. The exercises will follow a similar format and process as the Bilingual Target Language Proficiency Test (BTLPT) exam that students must pass to receive the Texas state teaching certification.

## Writing Assignments

Throughout the course there will be several writing assignments that will give you ample opportunity to practice this important skill in Spanish. Some assignments will be written in class, others at home.

Writing assignments include:

- 1 report about the tour to McNair Elementary school in Denton
- 5 reflections about what you learned in each language skills
- Emails and Memorandums
- Informative 400-word Essay
- Lesson plan design

## Mini Lesson Plan Design

Planning a lesson is one of the most important aspects to be successful in the classroom. But it is also the most difficult section of the BTLPT exam. After learning all the components of a lesson plan, you will be working with a classmate or individually (depending on the number of students enrolled in the course) to design a mini lesson plan on Math or Sciences. Student will upload the final version of the lesson plan in Canvas. Each student will be graded individually. Your professor will create the pairs for this assignment.

## Mini Lesson Teaching and Peer Evaluation

Students will be teaching to the class the mini lesson they designed. More details, instructions and grading rubric is available in Canvas. Each student will be evaluated by their peers while teaching the lesson. The peer evaluation format will be provided by your professor.

## The BTLPT practice exam for the state of Texas

Although taking the BTLPT practice exam is optional, all students are highly encouraged to take it so they can have an idea of how the real exam will be. The exam is 4 hours long and it can be taken in your computer. The cost of the practice exam is \$10.00 and you must register ahead of time at [Texas Educator Certification Examination Program](#).

## Quizzes

Throughout the course there will be a total of **7 quizzes** to evaluate your knowledge in bilingual education and pedagogical practices as well as the four skills in Spanish (reading, writing, listening, and speaking). Quizzes will be based on the lectures given by your professor as well as some of the readings assigned in the textbook. Most quizzes will be taken in class.

## Lockdown Browser System

All quizzes will be taken using the application LockDown Browser provided by UNT. Instructions and the link to download the application in your computer is in Canvas, module "Semana 1". On the first week of class, download the LDB application in your laptop and take the quiz to test the system (4 points for a grade). Chrome laptops is not fully comparable with LDB. Please, borrow a laptop from a friend or from UNT libraries.

## Service to the Community

In this course you will have the opportunity to give back to the community of our Denton Public Schools, help a child in academic need and learn valuable skills and experience as a future bilingual teacher.

There are two options:

- 1) **Option # 1: in person at McNair Elementary School in Denton through the *Adopt a School Program (ASP)* at the Department of Spanish at UNT.** You will tutor one or more students throughout the semester in the academic subject needed. Tutoring will be one hour per week or two hours every other week (choose only one and be constant, please) for a total of 4 hours per month and **12 hours total in the semester**. Tutoring will be done in any day Tuesday-Thursday within 8:00 am-2:00 pm. You will choose the day and time that best works with your schedule.

On the second week of class (or before) you must complete the [Denton ISD Volunteer Background Check](#) (free). You will also need to print and complete the **Volunteer Availability** form available in Canvas where you will specify the day and time that best works for you. You will turn in the availability form in class on the day scheduled in the calendar.

On the third week of class, the whole class will visit McNair School to meet the principal, some of the teachers and Dr. Paul Parkerson, our direct collaborator. More information will be given in class.

Volunteer service will begin on the third week of class. You must print the **monthly log form** (available in Canvas) and bring it with you for the teacher to sign it and date it. **Please, do not enter the time of service in the sheet before the teacher's signature. Enter the time right before she/he signs. That way, if there is an error with the time, you do not have to correct it. Corrected times will not be accepted.** You will turn in the log sheet in class at the end of each month to receive a grade. For each weekly hour of volunteer service, you will earn 10 points for a total of 40 points per month. If you miss your volunteer service hour in a week (due to illness or other excused absence as describe in the syllabus), contact your professor to approve earning the points the following week at the latest. If you did not do any volunteer work during the month, you still need to turn in the log sheet with 0 hours as total volunteer hours.

- 2) **Option # 2: Online via Zoom through the *Bilingual Homework Hotline*.** We expect the hotline to begin operating on the third week of the semester. You will need to attend a virtual training on the second week of class. More information will be given in class. The volunteer hours for another course (e.g. for the Education department) will not count for our course. Before you can volunteer for this program, you must first complete the Denton ISD Volunteer Free Background Check and complete the Volunteer Availability form. You will find them in the Bilingual Homework Hotline [website](#).

Grades for online tutoring are the same as the *Adopt a School Program*. This program has its specific log sheet to enter and report your hours in Canvas. The organizers of the BHH program keep the records of your service as well and they will email it to me at the end of each month. You will also turn in your log sheet in paper in class and in Canvas at the end of each month.



## Extra Credits

Throughout the course, students will have the opportunity to earn extra points by doing the SPOT Evaluation (10 points) and other assignments (for more information, see the class assignments schedule below)

## SPOT Evaluation

Students can earn extra points by doing the SPOT evaluation. The extra points will be counted towards class participation. To receive the extra points, students must forward the professor the confirmation email they receive from UNT after evaluating. Screenshots will not be accepted.

## Course Policies

### Attendance Policy

Attendance for this course is obligatory. In case of an emergency (illness/accident or death in family), please contact your professor as soon as possible providing documentation supporting the need for any late submission of a graded assignment. Late work will be granted only for excusable absences as follows:

### Excused Absences

An absence may be excused **only** for the following reasons:

1. religious holy day, including travel for that purpose
2. active military service, including travel for that purpose
3. participation in an official university function
4. illness or other extenuating circumstances
5. pregnancy and parenting under Title IX

The student is responsible for requesting an excused absence in writing, providing satisfactory, original evidence to the faculty member to substantiate the absence. Late work must be submitted not later than one week after the original due date.

### Assignment Policy

All official due dates for assignments can be found in the Assignments Calendar Schedule (included in this syllabus). Assignments must be uploaded in Canvas and **will not be accepted via email**.

The University is committed to providing a reliable online system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty **with Canvas** platform which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

## Instructor Responsibilities and Feedback

### As the instructor in this course, I am responsible for

- providing course materials that will assist and enhance your achievement of the stated course goals, guidance.
- providing timely and helpful feedback within the stated guidelines.
- assisting in maintaining a positive learning environment for everyone.
- responding to emails as soon as possible within my working schedule hours.

### As a student in this course, you are responsible for

- reading all the information in this Syllabus.
- come fully prepared to class.
- remain attentive and engaged in class and interact with your fellow students.
- turning in all the assignments on time.
- assisting in maintaining a positive learning environment for everyone.

## Student issues with Instructor

When a student has class-related issues with her/his instructor (e.g. appeal a grade, disagreement about attendance record, interpretation of a class assignment, assigned grades, etc.), she/he should contact the professor first. If the issue is not resolved, follow these steps to reach a resolution:

1. Contact Ms. Nancy Bouchard, [Nancy.Bouchard@unt.edu](mailto:Nancy.Bouchard@unt.edu) to make an appointment to talk with the Department of Spanish chair, Dr. Gabe Ignatow.
2. If the issue is not resolved to the student's satisfaction, then she/he should email a written description of the issue to Dr. Ignatow ([gabe.ignatow@unt.edu](mailto:gabe.ignatow@unt.edu)). Dr. Ignatow will also solicit a written statement from the professor.
3. Dr. Ignatow may meet individually with the student and instructor to resolve the issue
4. If the student is not satisfied with the resolution, she/he should contact the Executive Dean of the College of Liberal Arts & Social Sciences to discuss this issue.

## Grade Appeal Policy

Students should try to resolve the grievance with the instructor. If that does not work, the student can initiate a grade appeal with the instructor based on one of these three grounds:

- 1) Grade was based on unfair treatment.
- 2) Instructor departed from standards set out in the course syllabus without a rational academic reason, or
- 3) An error was made in calculating the grade, including failure to factor an assignment, project, quiz, or examination.

Note: if the student is alleging discrimination, the student must report this belief to the Office of Equal Opportunity.

## Syllabus Change Policy

Changes to the Syllabus and assignment due dates would be done only under extreme circumstances and the discretion of the professor.

## UNT Policies

### Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. **Cheating, plagiarism, and other examples of academic misconduct defined by University Policy will result in a zero on the assignment or assessment in question and may be reported to the Dean of Students.**

### ODA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](#).

### Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe

electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

## Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](#) to learn more.

## Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: [my.unt.edu](http://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](#).

## Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](#) or email [spot@unt.edu](mailto:spot@unt.edu).

## Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.

## Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

## Academic Support & Student Services

### Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](#)
- [Counseling and Testing Services](#)
- [UNT Care Team](#)
- [UNT Psychiatric Services](#)
- [Individual Counseling](#)

### Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

\*UNT eulDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

### Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just

as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns. You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

#### Additional Student Support Services

- [Registrar](#)
- [Financial Aid](#)
- [Student Legal Services](#)
- [Career Center](#)
- [Multicultural Center](#)
- [Counseling and Testing Services](#)
- [Pride Alliance](#)
- [UNT Food Pantry](#)

#### Academic Support Services

- [Academic Resource Center](#)
- [Academic Success Center](#)
- [UNT Libraries](#)
- [Writing Lab](#)

## SPAN 3080 Course Assignments Schedule Spring 2025

Módulo 1: Preparación		
Fecha	Lecciones y actividades en clase	Tareas (se vencen antes de clase)
<b>Semana 1</b>	<p>Martes 14 de enero</p> <ul style="list-style-type: none"> <li>• Introducción al curso: Syllabus y Canvas</li> <li>• Presentaciones a la clase</li> <li>• Evaluación personal de las competencias de español</li> </ul> <p>Jueves 16 de enero</p> <ul style="list-style-type: none"> <li>• Información sobre servicio a la comunidad</li> </ul>	<ul style="list-style-type: none"> <li>• Leer el sílabo.</li> </ul> <p>Para la clase del jueves:</p> <ul style="list-style-type: none"> <li>• En Canvas: leer los módulos "Start Here", "Introduction", "Course Information", "Study Resources", "BTLPT Resources" y todas las carpetas de información en "Módulo Semana 1".</li> </ul>

	<ul style="list-style-type: none"> <li>Entregar a la profesora la forma para el servicio a la comunidad</li> </ul>	<ul style="list-style-type: none"> <li><b>Solicitar <a href="#">el Denton ISD background check</a></b></li> <li>Imprimir y llenar <b>la forma</b> para la disponibilidad de la mentoría y entregarla a la profesora en clase el martes (la forma está disponible en el módulo “Service to the Community”).</li> </ul>
<b>Semana 2</b>	<p><b>Martes 21 de enero</b></p> <ul style="list-style-type: none"> <li><b>Lección 1:</b> Reglas para el uso de las tildes (acentos) en español</li> <li>Práctica del uso de las tildes</li> </ul> <p><b>Jueves 23 de enero</b></p> <ul style="list-style-type: none"> <li>Visita del Dr. Paul Parkerson de la escuela McNair (sobre el servicio voluntario con ASP)</li> <li><b>Lección 2:</b> La educación Bilingüe</li> <li><b>Prueba 1</b> (sobre las tildes)</li> </ul>	<p><b>Tarea para el lunes</b></p> <ul style="list-style-type: none"> <li>Leer en el libro páginas 202-204 (cómo escribir los acentos en PC o Mac)</li> <li>En Módulo “Semana 1”, bajar en su laptop la aplicación de LockDown Browser (la liga está en Canvas)</li> <li>Tomar el quiz para practicar el uso de LDB (más información sobre LDB en el sílabo) (4 puntos de calificación).</li> <li></li> </ul> <p><b>Tarea para el jueves:</b></p> <ul style="list-style-type: none"> <li>Actividad de práctica: las tildes</li> <li><b>Estudiar para la prueba 1:</b> las reglas de las tildes. Practicar las tildes en Canvas, module “Studying Resources”.</li> <li>En Canvas: escuchar el podcast “Estrategias para el salón de clase bilingüe” y contestar las preguntas.</li> </ul>
<b>Módulo 2: La comprensión auditiva</b>		
<b>Fecha</b>	<b>Lecciones y actividades en clase</b>	<b>Tareas (se vencen antes de clase)</b>
<b>Semana 3</b>	<p><b>Martes 28 de enero</b></p> <ul style="list-style-type: none"> <li><b>Tour to McNair Elementary School</b> (More information in class)</li> </ul> <p><b>Jueves 30 de enero</b></p> <ul style="list-style-type: none"> <li><b>Lección 3:</b> El examen <i>Bilingual Target Language Proficiency Test</i> (BTLPT) para español: Destreza auditiva, parte 1 (páginas 140-143) <ul style="list-style-type: none"> <li>Práctica de comprensión auditiva</li> </ul> </li> </ul>	<p><b>Tarea para el lunes</b></p> <ul style="list-style-type: none"> <li>Leer la información sobre la comprensión auditiva en el módulo “Semana 3” en Canvas.</li> <li>Leer páginas 134-135 (sección Destreza I: Comprensión auditiva)</li> <li>Explorar los Podcasts en Canvas en este módulo y escoger un tema de interés para escuchar durante tu tiempo libre.</li> <li><b>Gramática opcional:</b> Leer pronombres personales y sus complementos directos e</li> </ul>

		<p>indirectos (pp. 31-33), ver el video gramatical y hacer el ejercicio gramatical en Canvas.</p> <p><b>Reminder:</b> service to the community starts this week. Print out the monthly log form and bring it with you to the school. The teacher should record the time of service, date and sign it.</p>
<b>Semana 4</b>	<p><b>Martes 4 de febrero</b></p> <ul style="list-style-type: none"> <li>Prácticas auditivas</li> <li><b>Prueba 2</b> (traer su laptop a clase)</li> </ul> <p><b>Jueves 6 de febrero</b></p> <ul style="list-style-type: none"> <li>Discusión sobre el Podcast “Mija”</li> <li><b>Reflexión 1</b> (traer su laptop a clase)</li> </ul>	<p><b>Tarea para el lunes</b></p> <ul style="list-style-type: none"> <li>Entregar el reporte sobre la visita a McNair Elementary School.</li> <li><b>Para la prueba 2:</b> Traer su laptop a clase. Leer La comprensión auditiva, pp. 140-143 y repasar sus apuntes de la lección 3 del PowerPoint</li> </ul> <p><b>Tarea para el jueves:</b></p> <ul style="list-style-type: none"> <li>Escuchar el Podcast “Mija” en Canvas y contestar las preguntas.</li> <li>Traer su laptop a clase para escribir la reflexión 1</li> <li><b>Gramática opcional:</b> Leer pronombres y adjetivos posesivos (pp. 33-34), los verbos “ser” y “estar” (pp. 55-57), ver los videos gramaticales y hacer los ejercicios en Canvas.</li> </ul>
<b>Módulo 3: Lectura y comprensión</b>		
<b>Fecha</b>	<b>Lecciones y actividades en clase</b>	<b>Tareas (se vencen antes de clase)</b>
<b>Semana 5</b>	<p><b>Martes 11 de febrero</b></p> <ul style="list-style-type: none"> <li><b>Lección 4:</b> Lectura y comprensión</li> <li>Práctica de lectura y comprensión</li> </ul> <p><b>Jueves 13 de febrero</b></p> <ul style="list-style-type: none"> <li>Hablar sobre el proyecto “Presentaciones a la clase”</li> <li>Lectura 1: “Definiendo el lenguaje”</li> </ul>	<p><b>Tarea para el lunes</b></p> <ul style="list-style-type: none"> <li>Leer todas las carpetas de introducción en el módulo “Semana 5” en Canvas</li> <li>Leer Lectura y comprensión, pp. 154-157</li> <li>En Canvas lectura adicional para practicar: “La cultura chicana” (opcional)</li> </ul> <p><b>Tarea para el jueves:</b></p> <ul style="list-style-type: none"> <li><b>Traer su laptop a clase para la lectura 1 y la prueba 3:</b> estudiar pp. 154-157 y los apuntes de la lección 4.</li> </ul>



	<ul style="list-style-type: none"> <li>Lectura 2: “Carta de la directora a un docente”</li> <li><b>Prueba 3 (traer su laptop)</b></li> </ul>	<ul style="list-style-type: none"> <li>En módulo “Semana 7” leer las instrucciones para la actividad “<b>Presentaciones a la clase</b>”. Ver el tema que se les ha asignado y empezar a prepararse</li> <li><b>Gramática opcional:</b> Leer el presente del subjuntivo (pp. 40, 41, 54), el modo imperativo (pp. 41-45), ver los videos gramaticales y hacer el ejercicio gramatical en Canvas.</li> </ul>
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#### Módulo 4: La comunicación oral

Fecha	Lecciones y actividades en clase	Tareas (se vencen antes de clase)
<b>Semana 6</b>	<p>Martes 18 de febrero</p> <ul style="list-style-type: none"> <li>Hablar sobre el proyecto del video “Reunión con un padre /madre de familia</li> <li><b>Lección 5:</b> La comunicación oral (parte 1)</li> <li>Práctica de la comunicación oral: “Conversación simulada” (<b>traer su laptop a clase</b>).</li> </ul> <p>Jueves 20 de febrero</p> <ul style="list-style-type: none"> <li>Práctica de la comunicación oral: “Grabación de 1 minuto -Preguntas y respuestas cortas” (<b>traer su laptop a clase</b>).</li> <li><b>Reflexión 2</b></li> </ul>	<p>Tarea para el lunes</p> <ul style="list-style-type: none"> <li>Leer La comunicación oral (pp. 168-172, 177) y familiarizarse con el vocabulario educativo (pp. 177- 182)</li> <li>Leer las carpetas de introducción en Canvas.</li> <li>En módulo “Semana 8”, leer las instrucciones y rúbrica para hacer <b>el video</b> “Reunión con un padre/madre de familia” y empezar a trabajar con su compañero(a) asignado(a).</li> </ul> <p>Tarea para el jueves:</p> <ul style="list-style-type: none"> <li>Traer su laptop a clase</li> <li><b>Gramática opcional:</b> Leer el modo condicional o potencial (pp. 45-47) y ver el video gramatical en Canvas.</li> </ul>
<b>Semana 7</b>	<p>Martes 25 de febrero</p> <ul style="list-style-type: none"> <li>Práctica de la comunicación oral: “Grabación de dos minutos”</li> <li>Práctica de la comunicación oral</li> <li><b>Prueba 4 (traer su laptop)</b></li> </ul> <p>Jueves 27 de febrero</p> <ul style="list-style-type: none"> <li>Presentaciones a la clase</li> </ul>	<p>Tarea para el lunes</p> <ul style="list-style-type: none"> <li>Estudiar sus apuntes de la lección 5 y pp. 168-172 para la prueba 4.</li> <li>En Canvas, módulo “Semana 7”: hacer los dos ejercicios de comunicación oral “Grabación de 1 minuto -Preguntas y respuestas cortas”</li> <li>Practicar para su presentación a la clase</li> <li><b>Gramática opcional:</b> el presente progresivo (pp. 48-49), ver el video gramatical y hacer el ejercicio en Canvas.</li> </ul>

		<ul style="list-style-type: none"><li>• <b>29 de febrero:</b> entregar el log de sus horas de servicio voluntario del mes de febrero y entregar la hoja original en clase el martes.</li></ul>
Semana 8	<p>Martes 4 de marzo</p> <ul style="list-style-type: none"><li>• Presentaciones a la clase (continuación)</li></ul> <p>Jueves 6 de marzo</p> <ul style="list-style-type: none"><li>• Presentaciones a la clase (continuación)</li><li>• <b>Prueba 5</b></li></ul>	<p>Tarea para el lunes</p> <ul style="list-style-type: none"><li>• En Canvas: “Grabación de 2 minutos” actividad opcional para practicar la comunicación oral.</li><li>• <b>Recordatorio:</b> leer en Canvas los artículos sobre los programas bilingües para la preparación para el ensayo que se escribirá en clase</li></ul> <p>Tarea para el jueves</p> <ul style="list-style-type: none"><li>• En el módulo “Semana 8”, entregar hoy el proyecto del video “Reunión con un padre/madre de familia” antes de las 11:59 pm.</li><li>• <b>Estudiar para la prueba 5:</b> Páginas 189-190 y los apuntes de la lección 5</li><li>• Escribir la <b>Reflexión 3</b> (la comunicación oral) antes de las 11:59 pm.</li><li>• <b>Gramática opcional:</b> el pretérito</li></ul>
Semana 9	<p><b>SPRING BREAK</b></p> <p><b>10-16 de marzo</b></p>	
<p><b>Módulo 5: La comunicación escrita</b></p>		
Fecha	Lecciones y actividades en clase	Tareas (se vencen antes de clase)
Semana 10	<p>Martes 18 de marzo</p> <ul style="list-style-type: none"><li>• Hablar sobre las instrucciones, temas y rúbrica para el ensayo informativo</li><li>• <b>Lección 6:</b> La comunicación escrita: el proceso de la escritura</li></ul> <p>Jueves 20 de marzo</p> <ul style="list-style-type: none"><li>• <b>Lección 7:</b> Los componentes de un párrafo</li></ul>	<p>Tarea para el lunes</p> <ul style="list-style-type: none"><li>• Leer: el proceso de la escritura pp. 206-208</li><li>• En el módulo “Semana 1”: leer las instrucciones y temas para la escritura del ensayo. Escoger un tema de la lista y empezar a prepararse para la escritura del ensayo (será escrito en clase el 27 de marzo)</li></ul>

	<ul style="list-style-type: none"> <li>• <b>Prueba 6</b></li> </ul>	<p><b>Tarea para el jueves</b></p> <ul style="list-style-type: none"> <li>• Leer “Los componentes de un párrafo” pp. 212-215</li> <li>• <b>Estudiar para la prueba 6:</b> los apuntes de la lección 6 y páginas 206-208.</li> <li>• <b>Gramática opcional:</b> Los verbos en el futuro indicativo (pp. 52-54), ver los videos gramaticales y hacer el ejercicio en Canvas</li> </ul>
<b>Semana 11</b>	<p><b>Martes 25 de marzo</b></p> <ul style="list-style-type: none"> <li>• <b>Lección 8:</b> Planificación de un ensayo</li> </ul> <p><b>Jueves 27 de marzo</b></p> <ul style="list-style-type: none"> <li>• Escribir en clase el ensayo informativo (traer su laptop).</li> </ul>	<p><b>Tarea para el lunes</b></p> <ul style="list-style-type: none"> <li>• Leer: Planificación de ensayos pp. 215-217</li> <li>• Practicar en casa la escritura del ensayo</li> </ul> <p><b>Para el jueves</b></p> <ul style="list-style-type: none"> <li>• Practicar en casa la escritura del ensayo</li> <li>• Traer su laptop a clase</li> <li>• <b>Gramática opcional:</b> Leer tiempos verbales en el modo subjuntivo (pp. 54-55), ver los videos gramaticales y hacer el ejercicio gramatical.</li> <li>• <b>31 de marzo:</b> entregar su hoja del servicio voluntario. Entregar la hoja original en clase el martes.</li> </ul>
<b>Semana 12</b>	<p><b>Martes 1 de abril</b></p> <ul style="list-style-type: none"> <li>• El correo electrónico</li> <li>• Caso de estudio: análisis de la respuesta del maestro a la directora</li> </ul> <p><b>Jueves 3 de abril</b></p> <ul style="list-style-type: none"> <li>• <b>Lección 9:</b> El memorándum</li> <li>• Actividad: el memorándum (6 puntos) <b>(traer su laptop)</b></li> <li>• Entregar en clase el log de sus horas de servicio voluntario del mes de marzo.</li> </ul>	<p><b>Tarea para el lunes</b></p> <ul style="list-style-type: none"> <li>• Leer: otros tipos de comunicación escrita pp. 226-230</li> </ul> <p><b>Tarea para el jueves</b></p> <ul style="list-style-type: none"> <li>• <b>Traer su laptop a clase</b></li> <li>• Tarea: “Respuesta al correo de la directora de la escuela”</li> <li>• Repasar los videos de la conjugación del futuro y el subjuntivo (para la escritura del memorándum en clase)</li> </ul>
<b>Semana 13</b>	<p><b>Martes 8 de abril</b></p> <ul style="list-style-type: none"> <li>• <b>Lección 10:</b> Los componentes del plan de enseñanza pp. 231-237</li> </ul>	<p><b>Tarea para el lunes</b></p> <ul style="list-style-type: none"> <li>• Escribir en casa la <b>Reflexión 4</b> (el proceso de la escritura)</li> </ul>

	<ul style="list-style-type: none"> <li>Hablar sobre la enseñanza de la mini lección, Peer Review y formar los grupos para la enseñanza de la mini lección.</li> </ul> <p><b>Jueves 10 de abril</b></p> <ul style="list-style-type: none"> <li><b>Prueba 7</b></li> <li>Creación del plan de enseñanza primera parte (traer su laptop a clase).</li> </ul>	<ul style="list-style-type: none"> <li>Estudiar el plan de enseñanza pp. 231-237</li> <li>Leer la guía, el formato para la creación del plan de enseñanza.</li> <li>Mira el ejemplo del plan de enseñanza terminado</li> </ul> <p><b>Para el jueves</b></p> <ul style="list-style-type: none"> <li>Familiarizarse con los estándares TEKS para matemáticas y ciencias naturales</li> <li>Baja en tu computadora el formato para crear el plan en clase (traer su laptop a clase)</li> <li>Lee la guía y rúbrica de evaluación para la enseñanza de la mini lección (módulo “Semana 14”)</li> <li><b>Prueba 7:</b> estudiar sus apuntes sobre la lección 10 y páginas 231-237</li> </ul>
<b>Semana 14</b>	<p><b>Martes 15 de abril</b></p> <ul style="list-style-type: none"> <li>Trabajar en el plan de enseñanza (traer su computadora a clase).</li> </ul> <p><b>Jueves 17 de abril</b></p> <ul style="list-style-type: none"> <li>Revisión del plan de enseñanza – Peer review</li> <li>Correcciones finales</li> <li>Entregar su plan de enseñanza en Canvas (30 puntos)</li> </ul>	<p><b>Tarea para el lunes</b></p> <ul style="list-style-type: none"> <li>Prepararse para enseñar su mini lección la semana que entra: leer la lista de “Prácticas pedagógicas” y planear como las incorporarán en la enseñanza de su mini lección.</li> </ul> <p><b>Tarea para el jueves</b></p> <ul style="list-style-type: none"> <li>Traer a clase el plan de enseñanza terminado para la revisión final</li> <li>Leer la rúbrica de evaluación para la enseñanza de la mini lección</li> <li>Consultar las técnicas pedagógicas para la enseñanza de la lección (módulo “Semanas 15 y 16”)</li> <li>Gana 3 puntos extra: comparte prácticas pedagógicas que conozcas</li> <li>Practicar la enseñanza de su mini lección</li> </ul>
<b>Semana 15</b>	<p><b>Martes 22 de abril</b></p> <ul style="list-style-type: none"> <li>Enseñanza de mini lección (grupo 1)</li> <li>Mini lección: Peer evaluation</li> </ul>	<p><b>Tarea para el lunes</b></p> <ul style="list-style-type: none"> <li>Practicar la enseñanza de su mini lección</li> <li><b>Gramática opcional:</b> Los adjetivos comparativos y superlativos (pp. 61-62), ver</li> </ul>

	<p><b>Jueves 24 de abril</b></p> <ul style="list-style-type: none"> <li>• Enseñanza de mini lección (grupo 2)</li> <li>• Mini lección: Peer evaluation</li> </ul>	<p>los videos gramaticales y hacer el ejercicio en Canvas</p>
<b>Semana 16</b>	<p><b>Martes 29 de abril</b></p> <ul style="list-style-type: none"> <li>• Enseñanza de mini lección (grupo 3)</li> <li>• Mini lección: Peer evaluation</li> </ul> <p><b>Jueves 1 de mayo</b></p> <ul style="list-style-type: none"> <li>• Enseñanza de mini lección (grupo 4)</li> <li>• Mini lección: Peer evaluation</li> <li>• <b>Discusión en grupo:</b> mi experiencia durante la tutoría</li> </ul>	<p><b>Tarea para el lunes</b></p> <ul style="list-style-type: none"> <li>• Practicar con su compañero(a) enseñando su mini lección</li> <li>• <b>30 de abril:</b> Subir en Canvas el log de sus horas de servicio voluntario del mes de abril. Entregar la hoja original en clase el jueves.</li> </ul> <p><b>Tarea para el Jueves</b></p> <ul style="list-style-type: none"> <li>• <b>Escribir la Reflexión 5</b> (sobre la enseñanza de su mini lección y el servicio a la comunidad). Vence hoy a las 11:59 pm.</li> </ul>

Last updated Dec. 13, 2024