

COURSE TITLE: HABLA ESPAÑOL: Spanish Basics for Educators

NO. OF CREDITS: 3 QUARTER CREDITS WA CLOCK HRS: 30
 [semester equivalent = 2.00 credits] OREGON PDUs: 30

INSTRUCTORS: DEBORAH RICHTER, B.A. MARK POWERS, M.ED.
 ISIS TABARES, B.A.
 253-627-5495 - Work
 253/927-1540 - Home (Deborah)
 ctwichel@thewiredcity.net

ASSIGNMENT CHECKLIST:

The assignment checklist will help you plan your work. Check off assignments as you complete them.

CLOCK, PDU, 400 LEVEL, or 500 LEVEL ASSIGNMENTS

A. Information Acquisition:

- ___ # 1: Lesson #1; Review and study in workbook with the cd and complete "tarea #1".
- ___ # 2: Lesson #2; Review and study in workbook with the cd and complete "tarea #2".
- ___ # 3: Lesson #3; Review and study in workbook with the cd and complete "tarea #3".
- ___ # 4: Lesson #4; Review and study in workbook with the cd and complete "tarea #4".
- ___ # 5: Listen to and practice out-loud the "Frases" section. Complete the exercises.
- ___ # 6: Review and practice vocabulary from the "Apendice" section. Complete the crossword.
- ___ # 7: Communicate with the instructor and send completed exercises ("tareas"). **Send to instructor.**
- ___ # 8: Write and practice your own phone-conference script. **Send to instructor.**
- ___ # 9: Write and practice your own event invite. **Send to instructor.**

NOTE: If you are doing this course for Clock Hrs or PDUs, then you are done.

400 & 500 LEVEL ASSIGNMENTS

B. Learning Application:

- ___ #10: Keep a notebook of the phrases and terms that you will be using. **Send to instructor.**
- ___ #11: Write and practice your own progress report. **Send to instructor.**

500 LEVEL ASSIGNMENT

- ___ #12: In addition to the 400 level assignments, complete **one** of the following and **send to instructor**:
 - Create and practice a 1-2 page script in Spanish that welcomes a new Spanish-speaking student to your class or school. Practice with a Spanish-speaker and write a summary to be sent in.
 - Another assignment of your own design with the instructor's prior approval

400 & 500 LEVEL ASSIGNMENT

C. Integration Paper:

- ___ #13: Complete the Integration Paper as described in the syllabus. **Send to instructor.**

NOTES:

- You may work collaboratively with other teachers and submit joint assignments on all but the final Integration Paper, which must be individually authored and submitted.
- Alternatives to written assignments (video, audio tape, photo collage, a collection of products, letters to editor, brochure and Web pages) may be submitted as substitute assignments with the instructor's prior approval.
- To maintain privacy, please do not refer to students in your paper by their actual name, but rather use an alias or designation such as "Student A."

COURSE TITLE: HABLA ESPAÑOL: Spanish Basics for Educators

NO. OF CREDITS: 3 QUARTER CREDITS
[semester equivalent = 2.00 credits]

WA CLOCK HRS: 30
OREGON PDUs: 30

INSTRUCTORS: DEBORAH RICHTER, B.A. MARK POWERS, M.ED.
ISIS TABARES, B.A.
253-627-5495 - Work
253/927-1540 - Home (Deborah)
ctwichel@thewiredcity.net

COURSE DESCRIPTION:

This course is designed to teach important Spanish skills that will allow staff members to gain the trust and confidence of Spanish-speaking students so that these students can feel confident, accepted, and be able to approach staff members with their specific needs and concerns. The ultimate goal is to relate to Spanish-speaking students and their parents through basic communication in their native language. Not only will this assist in building a positive rapport between the staff member and student, but it is also useful in supporting and encouraging the student to not be afraid of learning English. The initial focus of the course will be on building basic fundamentals of the Spanish language, with an overall goal of learning to say necessary vocabulary and phrases for communicating with Spanish-speaking students and parents. Participants will also learn vital phone conferencing strategies for dealing with a Spanish-speaking parent, learn to use our “Spanish Progress Reports”, and understand how to properly solicit important information from the student and parent.

Required course materials include a 50-page course workbook and an audio c.d. that follows the lessons in the workbook. \$25 materials fee for workbook, audio c.d. and postage to be paid after registration. Use the Order Form provided by The Heritage Institute with your registration confirmation.

This course is appropriate for all staff members K-12 with limited or no Spanish language skills.

LEARNING OUTCOMES:

As a result of taking this course, participants will learn:

1. The fundamentals of proper Spanish pronunciation.
2. An extensive Spanish vocabulary pertaining to the school setting.
3. To welcome a native Spanish-speaking student to class and make him or her feel comfortable.
4. Key strategies for holding a live or phone conference in Spanish.
5. To convey and solicit specific information to or from the Spanish-speaking student.
6. How to use our Spanish/English progress reports to inform parents of the student’s positive or negative classroom behaviors.
7. Over 100 specific helpful phrases in Spanish to build a positive rapport with Spanish-speaking students.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participant’s their choice of 30 Washington State Clock Hours or 30 Oregon PDUs. The Heritage Institute is an approved provider of Washington State Clock Hours and Oregon PDUs.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level (Upper Division) and 85% or better to issue credit at the 500 level (Post-Baccalaureate). These criteria refer both to the amount and quality of work submitted.

Teachers who register for Antioch University Seattle 400 or 500 Level Credit will be required to:

1. Complete *Section A: Information Acquisition* assignments 30%
2. Complete *Section B: Learning Application* assignments appropriate for your levels 40%
3. Complete *Section C: Integration Paper* assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalent on Transcripts)

Antioch University Seattle (AUS) Continuing Education (CE) Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is stated on the back of the transcript.

AUS CE quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head or state education office the acceptability of these credits for your purpose.

REQUIRED TEXT:

- *HABLA ESPAÑOL: Spanish Basics for Educators*, 50-page workbook and audio cd prepared by the instructors.

MATERIALS FEE:

- \$25 materials fee for the purchase of the workbook and audio c.d. payable to the instructor after registration.
- Fill out the Order Form provided by The Heritage Institute (THI) after you register. Mail the Order Form and payment to Deborah Richter at the address listed.

HEADING REQUIRED FOR ALL ASSIGNMENTS

A heading is required; please use the following format.

Your Name:

Course Number:

Date:

Assignment #:

Instructor Name:

Course Name:

Level: Clock/ PDU/ Credit (400 or 500)

NOTE: Workbook exercises and practices should be carefully numbered and titled as indicated on each assignment in the workbook before emailing to the instructor.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1:

Lesson #1; Listen to, practice out loud and follow along with the c.d. pages 1-7 (Intro Phrases, Alfabeto, Pronunciation, and Diphthongs). After practicing several times, complete the “Activities and Practice Tarea #1” on page 7B.

Assignment #2:

Lesson #2; Listen to, practice out loud and follow along with the c.d. pages 8-13 (Articles, Gender & Plural, Numbers, Dates). After practicing several times, complete the “Activities and Practice Tarea #2” on page 13B.

Assignment #3:

Lesson #3: Listen to, practice out loud and follow along with the c.d. pages 14-16 (Telling Time). After practicing several times, complete the “Activities and Practice Tarea #3” on page 16B.

Assignment #4:

Lesson #4: Listen to, practice out loud and follow along with the c.d. pages 20-25 (Phone Conversations, Progress Reports, and Event Invites). After practicing several times, complete the “Activities and Practice Tarea #1” on page 25B.

Assignment #5:

Listen to the “Frases” section while following in the workbook. Practice the phrases out loud a minimum of 8 times each. Complete “Repaso de Frases” exercise at the end of the phrases.

Assignment #6:

Listen to the “Apendice” vocabulary section while following in the workbook. Practice out loud a minimum of 8 times each. Complete the “Crucigramas” (vocabulary crosswords) on the last two pages of the workbook.

Assignment #7:

Communicate with the instructor by phone or email (ctwichel@thewiredcity.net). Mail completed “tarea” exercises to the instructor. If you would like to keep your originals, please send photocopies. One of the instructors will get back to you within a week.

Assignment #8:

Using page 20 of the workbook as a guide, write and practice two (2) of your own phone-conference scripts. When writing the scripts, you should think of an actual student (current or past). Find either a Spanish-speaking student or colleague to help you practice this script out loud. Practice a minimum of five times. If you find the script applicable, use it for an actual phone-call to the Spanish-speaking parent. Write a 1-page summary of your experience with these scripts.

Send to instructor: ctwichel@thewiredcity.net, Subject line to read ‘Habla #8’.

Assignment #9:

Using page 25 of the workbook as a guide, write and practice two of your own Event Invites. When writing the script, you should think of an actual Spanish-speaking parent to invite to a conference or event. Find either a Spanish-speaking student or colleague to help you practice this Invite out loud. Practice a minimum of five times. If you find the Invite applicable, send it as an actual invite to the Spanish-speaking parent. Write a 1-page summary of your experience with these invites.

Send to instructor: ctwichel@thewiredcity.net, Subject line to read ‘Habla #9’.

This completes the assignments required for Hours.

Continue to the next section for additional assignments required for University Quarter Credit.

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section you will have an opportunity to apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

Assignment #10: (Required for 400 and 500 Level)

Using the phrase section of your workbook and the notebook of phrases and terms that you are keeping, write and practice a minimum of 15 questions or phrases that you would find most useful when addressing a Spanish-speaking student in your class. Practice these phrases several times until you feel you have committed them to memory. When ready, use them with one or more of your Spanish-speaking students (or at least with a student at your school if you do not have any in your class). Write a one-page summary of how you felt when you spoke to your student in Spanish, what did or did not work well and why, how the student(s) reacted, and how they replied to your questions.

Send to instructor: ctwichel@thewiredcity.net, Subject line to read 'Habla #10'.

Assignment #11: (Required for 400 and 500 Level)

Using page 24 of the workbook as a guide, write and practice two (2) of your own Spanish/English Progress Reports. When writing the reports, you should think of an actual student (current or past). Find either a Spanish-speaking student or colleague to help you practice the report out loud. Practice a minimum of 5 times. If you find the report applicable, send it to the Spanish-speaking parent. Write a 1-page summary of your experiences with these reports.

Send to instructor: ctwichel@thewiredcity.net, Subject line to read 'Habla #11'.

500 LEVEL ASSIGNMENT

Assignment #12: (500 Level only)

In addition to the 400 level assignments, complete **one (1)** of the following assignment options:

Option A) Write a 1-2 page script in Spanish that addresses the following situation:

A new Spanish-speaking student is placed in your class. Make this student feel welcome by doing the following in Spanish: Greet him/her and welcome him/her to class. Find out personal information (name, age, where he/she is from, who he/she lives with, how he/she is doing, what grade he/she is in, what subjects he/she likes, when is his/her birthday). Direct him/her to his/her seat and introduce him/her to the students around him/her. Include at least two more phrases of your own anywhere in the script. Use the script on page 21 as a guide to help you. Also, be sure to look up the phrase and vocabulary in the workbook to assist with proper spelling. Practice this situation at least 3 times out loud with a Spanish-speaking student or colleague. Write a 1-page summary describing your experience with your partner's feedback. **Send to instructor: ctwichel@thewiredcity.net, Subject line to read 'Habla #12-A'.**

OR

Option B) Another assignment of your own design with the instructor's prior approval

Send to instructor: ctwichel@thewiredcity.net, Subject line to read 'Habla #12-B'.

400 & 500 LEVEL ASSIGNMENT

C. INTEGRATION PAPER

Assignment #13: (Required for 400 and 500 Level Credit)

Write a 2-3 page Integration Paper answering these questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

Send to instructor: ctwichel@thewiredcity.net, Subject line to read 'Habla #13'.

INSTRUCTOR COMMENTS ON YOUR WORK:

Please indicate by email to the instructor if you would like to receive comments on your assignments.

QUALIFICATIONS FOR TEACHING THE COURSE:

Deborah Richter, B.A., is an accomplished Spanish Instructor who has been teaching Spanish language 19 years. She holds degrees in Spanish Literature, Education, and Physical Education from Whitman College. Her experience includes two years of instructing Spanish and Latin dance to young children at the YWCA in Walla Walla, ESL (English as a Second Language) at Walla Walla High School, several summers teaching private English in Spain, and ten years teaching beginning through advanced Spanish at Foss High School.

Deborah has spent 9 summers in Spain studying at La Universidad de San Agustin and at Saint Luis University Madrid. Other Spanish-speaking countries that she has visited include Panama, Puerto Rico, Mexico and Venezuela. Deborah & Isis founded La Única Spanish Instruction Center in 2003 and have been teaching Spanish courses there for the past 4 years.

Isis Tabare, B.A., is a native Spanish-speaker who was born in Colombia, S.A. She came to the US with her family at the age of six, which has given her beneficial exposure to both the Spanish and the American culture. She studied Spanish at Pacific Lutheran University in Parkland Washington, graduating with bachelor degrees in both Spanish and Education. Isis also studied Physical Education and Recreational Sports while attending PLU. She has worked as a Spanish tutor to adults and children and taught ESL (English as a Second Language).

Isis has experience working as an interpreter for lawyers and doctors as well as teaching Beginning, Intermediate and Advanced Spanish at both the high school and college level. She has taught Spanish for those preparing to travel to Spanish speaking countries and has trained business people to better communicate with their Spanish-speaking customers. Additionally, Isis has studied Spanish dance and has instructed aerobics that incorporates Spanish dance to both children and adults. Isis has traveled to many Spanish speaking countries including Venezuela, Colombia and Mexico.

Mark Powers, M.Ed. teaches at Henry Foss High School in Tacoma Washington.

**HABLA ESPAÑOL: Spanish Basics for Educators
BIBLIOGRAPHY**

- Alcorta, Joe H., *Essential Spanish for Teachers and Other School Personnel*. Marion, 1996
- Bermudez, Andrea B. *Doing Our Homework: How Schools Can Engage Hispanic Communities*. Eric Clearing House Rural Education and Small Schools, 1994.
- Dover. *Easy Spanish Phrase Book: Over 770 Basic Phrases for Everyday Use*. Dover Pubns, 1994.
- Harvey, William C. *Spanish for Educators*. Barron's Educational Series, Inc., 1986.
- Richmond, Dorothy. *Practice Makes Perfect – Spanish Verb Tenses*. Passport Books, 1996
- Stein, Gail. *Countdown to Spanish : Learn to Communicate in 24 Hours*. McGraw-Hill, 2003.
- Wald, Susan. *Spanish for Dummies*. For Dummies; Book and CD edition, 1999