



TEXAS A&M UNIVERSITY
SAN ANTONIO

EDCI 4315 | LOTE Methods: EC-12
Department of Curriculum & Instruction

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Office Hours: Wednesdays and Thursdays from 11:00 p.m. – 1:00 p.m. and by appt.

Course Meetings

Day: Mondays

Time: 2:00 p.m. – 4:45 p.m.

Location: Classroom Hall 205

First Class: August 24, 2026

Final Course Date: December 4, 2026

Course Description

This course prepares future teachers to address literacy development for learners in other languages. Students will analyze theoretical underpinnings of literacy development in a second or foreign language, explore strengths and needs that language learners bring to the classroom, and apply instructional reading and writing strategies. An emphasis of the course is on developing instructional procedures for teaching a foreign language along with developing oral language.

Course Materials

Henshaw, Florencia G., & Hawkins, Maris D. (2022). *Common Ground: Second language acquisition goes to the classroom*. Hackett Publishing Company: Indianapolis.

Hummel, Kirsten M.. *Introducing Second Language Acquisition: Perspectives and Practices*, John Wiley & Sons, Incorporated, 2014.

Richards JC, Rodgers TS. *Approaches and Methods in Language Teaching*. 2nd ed. Cambridge University Press; 2001.

TEKS for Languages Other Than English: <https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/19-tac-chapter-114>

- Elementary, Subchapter A <https://tea.texas.gov/about-tea/laws-and-rules/sboe-rules-tac/sboe-tac-currently-in-effect/ch114a.pdf>
- Middle School, Subchapter B <https://tea.texas.gov/about-tea/laws-and-rules/sboe-rules-tac/sboe-tac-currently-in-effect/ch114b.pdf>
- High School, Subchapter C (KEEP HANDY AT ALL TIMES and forever!) <https://tea.texas.gov/about-tea/laws-and-rules/sboe-rules-tac/sboe-tac-currently-in-effect/ch114c.pdf>

TEA's LOTE Practice Manual, read the Domains of the Exam starting on page 4

- PDF (Copyable)

<https://drive.google.com/file/d/1hXshhxx6ltxEStlDcrtExlCXDhy7YspG/view?usp=sharing>

- Google Docs (Copyable & Editable)

https://docs.google.com/document/d/1tBBSlr_-KgmoTqwHedW6BjuRbvcL-Znr/edit?usp=sharing&ouid=108142650215665995023&rtpof=true&sd=true

ACTFL. *World-Readiness Standards for Learning Languages*.

Instituto Nacional de los Pueblos Indígenas (INPI). *Atlas de los Pueblos Indígenas de México*.

Selected Scholarly and Cultural Readings

Selections may include work by:

- Gloria Anzaldúa
- Américo Paredes
- Patsy Lightbown and Nina Spada
- Luis Moll and colleagues
- Jim Cummins
- Kathy Escamilla
- Guadalupe Valdés
- Ofelia García
- Nelson Flores and Jonathan Rosa

** Articles, chapters, cultural texts, audio recordings, visual materials, and online resources will be provided through Blackboard or the university library.*

How This Course Works

Throughout the semester, students will occupy two positions simultaneously: language learner and future language teacher. Students will develop their own Spanish-language abilities while learning to design meaningful language instruction for others.

Because language does not exist apart from people and the worlds they inhabit, we will encounter Spanish not only in textbooks but also through literature, oral traditions, visual culture, landscapes, family histories, public spaces, and everyday community life. Mexican, Chicana/o, Tejana/o, borderlands, Indigenous, familial, and community cultural production will therefore serve as important sources of knowledge for our study of language and literacy.

Organizing Questions

Five questions will guide our work throughout the semester:

1. How do people learn additional languages?

2. What does it mean to become literate in another language?
3. How do speaking, listening, reading, and writing develop together?
4. What relationships exist among language, culture, identity, history, community, and place?
5. How can teachers expand students' linguistic repertoires while valuing the languages and cultural knowledge they already possess?

Student Learning Outcomes

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

1. Explain major theories and principles of second-language acquisition and identify their implications for classroom instruction.
2. Analyze how input, interaction, output, scaffolding, feedback, and meaningful communication contribute to language development.
3. Design instruction that integrates reading, writing, speaking, and listening rather than treating these as isolated language skills.
4. Apply the Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English to instructional planning and assessment.
5. Design formative and performance-based assessments that provide meaningful evidence of developing language proficiency.
6. Select and use authentic texts, cultural artifacts, community resources, and place-based experiences as resources for language and literacy instruction.
7. Analyze relationships among language, culture, identity, history, community, and power.
8. Recognize linguistic variation and develop pedagogical responses to heritage Spanish, code-switching, translanguaging, and different varieties of Spanish without approaching learners' existing linguistic practices as deficiencies.
9. Communicate with increasing fluency, confidence, complexity, and strategic competence in Spanish.

10.Design culturally meaningful, communicative, and TEKS-aligned language instruction.

TEExES Languages Other Than English Standards

Course activities and assessments address the following standards:

Standard I – The LOTE teacher understands language learning theories and principles of second-language acquisition and uses this knowledge to plan instruction and assessment that promotes success for all students in all areas of language learning as defined in the TEKS.

Standard II – The LOTE teacher understands assessment and instruction and applies this knowledge to monitor and promote student progress in all areas of language learning as defined in the TEKS.

Standard III – The LOTE teacher implements the TEKS, enabling students to communicate in the target language, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into language and culture, and participate in multilingual communities.

Standard IV – The LOTE teacher understands the nature of culture, relationships between language and culture, and the practices, products, and perspectives of cultures in which the target language is used.

Standard V – As a demonstration of listening proficiency, the LOTE teacher is able to derive essential information, interpret meaning and evaluate oral communications in the target language (as applicable to the target language).

Standard VI – As a demonstration of reading proficiency, the LOTE teacher is able to derive essential information, interpret meaning and evaluate a variety of authentic materials written in the target language (as applicable to the target language).

Standard VII – As a demonstration of speaking proficiency, the LOTE teacher is able to construct effective interpersonal and presentational oral discourse in the target language (as applicable to the target language).

Standard VIII – As a demonstration of writing proficiency, the LOTE teacher is able to write effective interpersonal and presentational discourse in the target language (as applicable to the target language).

[TAC Code Standard 228.57 \(a\)](#). The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

[TAC Code Standard 228.57 \(d\) \(4\)](#) The skills and competencies as prescribed in Chapter 235 of this title (relating to Classroom Teacher Certification Standards) and captured in the Texas teacher standards in Chapter 149, Subchapter AA, of Part 2 of this title (relating to Teacher Standards).

This course is designed around participation, experimentation, inquiry, and reflection rather than lecture alone. Most class meetings combine four forms of learning:

Study: We examine scholarship concerning language acquisition, literacy, culture, assessment, and pedagogy.

Experience: We participate in the kinds of language-learning activities we are studying.

Inquiry: We investigate language and cultural knowledge in texts, communities, landscapes, and public spaces.

Design: We translate what we learn into instructional decisions for our future classrooms.

Spanish Laboratory: Every face-to-face meeting will include sustained opportunities to communicate in Spanish. Early laboratories will be highly scaffolded and approximately 30–40 minutes long. As the semester progresses, students will participate in increasingly sustained and complex Spanish-language interaction.

Activities may include: information gaps; interviews; storytelling; circumlocution; collaborative problem solving; literature circles; visual interpretation; text discussion; structured controversies; cultural inquiry; and teaching simulations.

The goal is to continue developing the ability to do things with Spanish—inquire, describe, narrate, interpret, question, explain, disagree, collaborate, and teach—and to explore/examine methods of teaching language.

Assignments and Assessment

Assignment	Weight
240 Prep: LOTE Spanish	10%
SLA Theory Research Share	10%
Communicative Assessment Toolkit	10%
Authentic Spanish Writing Task	10%
Literacy & Oral Language Strategy Demonstration	15%
LOTE Language-Based Lesson Plan	20%
Integrated Literacy Plan	25%
Total	100%

240 Prep: LOTE Spanish — 10%

Students are expected to complete the assigned 240 Tutoring preparation course for the LOTE Spanish certification examination by the end of the semester. The purpose of this requirement is to support certification readiness and provide students with continued practice with the knowledge, skills, and question formats associated with the LOTE Spanish examination.

Progress checks will occur throughout the semester to encourage sustained preparation rather than completion of the entire program at the end of the course.

Students are assessed primarily on completion and demonstrated engagement with the preparation program rather than on their initial level of certification readiness.

Assessment criteria: timely progress toward completion, completion of assigned modules and activities, completion of the required preparation course, and evidence of thoughtful engagement with areas of strength and areas requiring continued preparation.

SLA Theory Research Share — 10%

Each student will become the class's temporary expert on one major theory or perspective in second-language acquisition.

Possible perspectives include:

- behaviorist approaches;
- Krashen and the Input Hypothesis;
- the Interaction Hypothesis;
- Swain and the Output Hypothesis;
- sociocultural theory and the Zone of Proximal Development;
- cognitive and skill-acquisition approaches; and
- usage-based or emergentist approaches.

Students will prepare an approximately 10–15 minute contribution that:

1. explains the central ideas of the assigned theory or perspective;
2. identifies important scholars and concepts associated with it;
3. considers what the perspective suggests about how additional languages are learned;
4. identifies implications for classroom instruction; and
5. engages classmates in a brief Spanish-language activity that illustrates or allows the class to experience an important aspect of the theory.

Following each Research Share, the class will consider where the theory helps explain what occurred during the activity and what questions or limitations remain.

Assessment criteria: accuracy and clarity of explanation, quality of research, understanding of the theoretical perspective, connection to language teaching, quality of the illustrative activity, Spanish-language engagement, and facilitation.

Communicative Assessment Toolkit — 10%

Students will develop a small collection of assessment tools for evaluating different dimensions of communicative language development.

The toolkit will include:

Interpretive Assessment: A task assessing students' ability to make meaning from reading, listening, and/or viewing.

Presentational Assessment: A task assessing students' ability to communicate information, ideas, or perspectives through writing or speaking for an identified audience and purpose.

Interpersonal Assessment: A task assessing students' ability to participate in meaningful interaction with another speaker.

Each component should include:

- the communicative task;
- student directions in Spanish;
- intended proficiency level;
- appropriate assessment criteria or rubric; and
- a brief rationale explaining what the assessment is intended to reveal about students' developing language abilities.

Components will be developed throughout the semester as students study interpretive, presentational, and interpersonal communication.

Assessment criteria: alignment between objectives and assessment, authenticity of communicative purpose, appropriateness for the intended proficiency level, quality of assessment criteria, clarity of directions, and application of course concepts.

Authentic Spanish Writing Task — 10%

Students will design a Spanish-language writing experience organized around a genuine communicative purpose.

Rather than asking learners to write primarily to demonstrate grammatical knowledge, the task should give learners a reason to communicate with an identifiable audience.

Students will identify:

- who is writing;
- to whom they are writing;
- why they are writing;
- what the writing should accomplish;
- the linguistic resources learners may need;
- appropriate scaffolds; and
- how feedback will be provided.

Possible genres might include a letter, personal narrative, review, advice response, community announcement, children's story, cultural commentary, oral-history narrative, or other purposeful form of communication.

Students will complete the writing task themselves in Spanish before finalizing the instructional activity.

Assessment criteria: authenticity of communicative purpose, quality of task design, appropriate scaffolding, application of literacy principles, relationship between language and meaning, quality of the Spanish-language model, and pedagogical rationale.

Literacy & Oral Language Strategy Demonstration — 15%

Each student will facilitate a 15–20 minute Spanish-language learning experience with classmates.

The activity must integrate literacy with oral communication and provide participants with a meaningful reason to interpret, negotiate, or communicate meaning.

Possible approaches include:

- information-gap reading;
- jigsaw reading;
- storytelling or story reconstruction;
- literature circles;
- interactive read-aloud;

- visual interpretation;
- collaborative writing;
- authentic-text discussion; or
- other research-informed literacy strategies.

Students should be prepared to explain how the activity reflects principles of second-language acquisition and literacy development.

Assessment criteria: meaningful communicative purpose, comprehensible input, learner interaction and language production, appropriate scaffolding, integration of literacy and oral language, effective use of Spanish, responsiveness to misunderstanding, quality of facilitation, and theoretical rationale.

LOTE Language-Based Lesson Plan — 20%

Students will design one complete TEKS-aligned lesson demonstrating their ability to translate principles of second-language acquisition into coherent classroom instruction.

The lesson will integrate:

- appropriate LOTE TEKS;
- clearly articulated communicative objectives;
- interpretive communication;
- interpersonal and/or presentational communication;
- reading and/or writing;
- oral-language development;
- meaningful cultural content;
- appropriate scaffolding; and
- formative and/or performance-based assessment.

Students will present or teach approximately 15 minutes of the lesson to classmates. The teaching demonstration provides an opportunity to practice using Spanish instructionally, receive feedback, and examine how lesson plans function when enacted with actual learners.

The completed written lesson plan will be submitted in Spanish unless otherwise specified.

Students are encouraged to revise and incorporate this lesson into the final Integrated Literacy Plan.

Assessment criteria: TEKS and objective alignment, communicative purpose, instructional coherence, integration of literacy and oral language, cultural substance, appropriate scaffolding, quality of assessment, use of Spanish, and quality of instructional decision-making.

Integrated Literacy Plan — 25%

The Integrated Literacy Plan is the culminating project for the course. Students will develop a coherent 3–5 lesson instructional unit demonstrating how second-language acquisition, literacy, communication, culture, and assessment can function together rather than as isolated components of language instruction.

The unit should integrate:

- interpretive communication;
- interpersonal communication;
- presentational communication;
- reading;
- writing;
- listening and/or viewing;
- speaking;
- meaningful cultural content;
- authentic texts or artifacts;
- assessment;
- scaffolding; and
- oral-language development.

Whenever appropriate, the unit should be organized around a meaningful cultural, intellectual, community, or place-based question rather than primarily around a grammatical structure.

Students may develop a *Place-Based Language Unit* using a local cultural, environmental, linguistic, historical, or community phenomenon as a source of curriculum.

Possible organizing topics include:

- *El nopal y nosotros*
- *Maíz: alimento, conocimiento e historia*
- *Los murales de San Antonio*
- *¿Dónde vive el español?*
- *Los dichos de nuestras familias*
- *Historias de migración*
- *Lengua y memoria en San Antonio*

Students are encouraged to draw upon work completed earlier in the semester, including their Assessment Toolkit, Authentic Spanish Writing Task, Literacy Strategy Demonstration, community inquiry, and Language-Based Lesson Plan. The goal is to revise, integrate, and deepen previous work rather than begin an entirely unrelated project.

Assessment criteria: instructional coherence, TEKS alignment, quality of communicative objectives, integration of literacy and oral language, cultural and intellectual substance, meaningful use of authentic materials, scaffolding, assessment, application of second-language acquisition theory, and overall pedagogical rationale.

Grading

Final course grades will be calculated according to the following scale:

Grade	Percentage
A	90–100%
B	80–89%
C	70–79%
D	60–69%
F	Below 60%

Detailed assignment instructions and rubrics will be available through Blackboard.

Unless otherwise indicated, written assignments are due by **Saturday at 11:50 p.m**

Course Policies and Expectations

Participation and Preparation

Because this is an experiential methods course, regular participation is essential.

Students are expected to:

- complete assigned readings and preparation before class;
- participate actively in Spanish Laboratory activities;
- contribute thoughtfully to discussion;
- participate in collaborative activities;
- engage respectfully with classmates and community participants;
- participate in experiential learning activities;
- provide constructive peer feedback; and
- arrive prepared to experiment with language and teaching.

Participation does not require perfect Spanish. Students are expected to take reasonable linguistic risks, use communication strategies when they lack vocabulary, and support classmates in doing the same.

Use of Spanish

Spanish will increasingly function as a language of communication within the course.

Students are not expected to speak without errors. Mistakes, hesitation, circumlocution, clarification, and self-correction are normal features of language development.

Students should increasingly attempt to remain in Spanish during designated Spanish Laboratory activities rather than immediately switching to English when communication becomes difficult.

Please attend class, don't be late to class, and submit all work by the due date using APA formatting guidelines. Talk to me immediately if there are extenuating circumstances that affect your attendance and work. If you come to me a month after the fact, I'll probably have submitted grades by then so it will be too late for you. Here's the policy for this course.

- 5 points off for every day absent.
- 1 point off for every day tardy.
- Deadlines for all work are firm. Late work is not accepted, please plan ahead.
- There are no makeups for missed work.
- Submit all correspondence to my official university email and only submit work to Blackboard, not through email.
- There is a 25% grade deduction for not using APA where required; please see below.
- Submit all work in PDF form with your name and the assignment name in the title. See below. I do not accept Google Docs or MS Word docs or pigeon mail (folks have tried).
- You will have one "freebie day" where you can be absent but it cannot be during a presentation since there are no makeups for missed work.

Assignment Submission & APA Guidelines:

All assignments must be neatly typed. The content of assignments will be evaluated based on the level of higher order thinking skills demonstrated by the student according to the criteria for grading included in this syllabus, Blackboard and all expectations explained in class. All assignments must be submitted through Blackboard in PDF format. Do not use Google Docs or MS Word docs.

Please submit assignments in the following format:

lastname_assignmentname.pdf

All assignments will be submitted using the **American Psychological Association's** (APA) manual of style and formatting.

>Purdue Online Writing Lab (this is the complete one)

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

>APA → Get SMART @ your library: Basics of APA Style

<https://libguides.tamusa.edu/c.php?g=72444&p=467712>

>TAMUSA Checklist for Formatting an APA Paper

<https://libguides.tamusa.edu/c.php?g=1044275&p=7576144>

>APASeventh Ed.

https://docs.google.com/document/d/1SxBoseRKkAWxnn_qm4HU4ntpsYx6sft8/edit?usp=sharing&ouid=108142650215665995023&rtpof=true&sd=true

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here

<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

APA Reference:

Nunan, D. (2003). *Practical English Language Teaching* (Chapter 1). McGraw-Hill Education.

If you're referencing a specific section or page, you can include the page range or a pinpoint reference. For example:

Nunan, D. (2003). Introduction to language teaching. In *Practical English Language Teaching* (pp. xx-xx). McGraw-Hill Education.

Replace "xx-xx" with the exact page numbers of the chapter.

Course Schedule

Week	Class Focus/Topic	Assignments Due
MOLDULE 1	UNDERSTANDING LANGUAGE LEARNING Examines how additional languages are learned, how proficiency and communication are understood, and how theories of second-language acquisition inform language teaching.	
Mod 1, Wk. 1 Aug. 24	LOTE Methods for EC–12: What Does It Mean to Know a Language? • Syllabus and course introduction • Overview of second-language literacy development • ACTFL Guiding Principles • Three modes of communication: Interpretive, Interpersonal, Presentational • Introduction to LOTE TEKS and course standards • Linguistic repertoires and our experiences learning Spanish Spanish Lab: Language autobiography conversations Introduce: <i>Mi Cuaderno de Campo: Lengua, Cultura y Lugar</i> Introduce: SLA Theory Research Share	Read/Explore: • Entire syllabus • ACTFL World-Readiness Standards/Guiding Principles • LOTE TEKS overview • Become familiar with Interpretive, Interpersonal, and Presentational communication Prepare: Begin SLA Theory Research Share 240 Prep: Begin LOTE Spanish preparation course Cuaderno de Campo: Week 1 entry
Mod 1, Wk. 2 Aug. 31	Theories of Second-Language Acquisition • What is a theory of language acquisition? • Major perspectives on how additional languages are learned • Input, interaction, output, cognition, and sociocultural perspectives Student SLA Theory Research Shares: Each student becomes the class expert on one theoretical perspective and leads a brief Spanish-language activity illustrating it Workshop: Learning to read the TEKS Spanish Lab: Information-gap/describe-and-draw task; identifying input, output, interaction, and scaffolding	Read: • Hummel, selected sections on SLA theories • Richards & Rodgers, selected approaches/methods Due in class: SLA Theory Research Share Read/Explore: LOTE TEKS Subchapters A–C; keep TEKS accessible throughout semester Cuaderno de Campo: Week 2 entry

Sept. 7	NO CLASS — LABOR DAY	
Mod 1, Wk. 4 Sept. 14	From SLA Theory to the Language Classroom • Henshaw & Hawkins Ch. 1: Acquisition • What is acquisition? • Communicative language teaching • Interpretive, Interpersonal, and Presentational communication • Connecting SLA theories to instructional decisions • Comparing Grammar Translation, Audiolingualism, Communicative Language Teaching, and Task-Based Language Teaching Spanish Lab: Experience and compare contrasting language-teaching approaches Revisit: Student SLA theories: What would each perspective predict about these activities?	Read before class: • Henshaw & Hawkins, Ch. 1 • Selected Richards & Rodgers sections as assigned 240 Prep Progress Check #1 Cuaderno de Campo: Week 4 entry
Mod 1, Wk. 5 Sept. 21	Goals, Proficiency, Assessment, and Whose Spanish Counts? • Henshaw & Hawkins Ch. 2: Goals and Assessment • Proficiency vs. performance • Novice, Intermediate, Advanced, Superior, Distinguished • Low, Mid, High • Products, Practices, Perspectives • Heritage Spanish and language variation • Code-switching and translanguaging • Standard-language ideology • What does proficiency mean for a heritage speaker? Cultural/Intellectual Text: Gloria Anzaldúa, “How to Tame a Wild Tongue” Spanish Lab: Circumlocution and “The Lost Word” Introduce: Communicative Assessment Toolkit	Read before class: • Henshaw & Hawkins, Ch. 2 • Gloria Anzaldúa, “How to Tame a Wild Tongue” • Selected Heritage Spanish resource Cuaderno de Campo: Week 5 entry
MODULE 2 INPUT, LITERACY, AND MEANING MAKING Explores how learners make meaning through listening, reading, viewing, writing, and engagement with authentic cultural, linguistic, and place-based texts.		
Mod 2, Wk. 6 Sept. 28	Input: La Caminata — Leyendo el Lugar • Henshaw & Hawkins Ch. 3: Input • Characteristics and sources of input • Comprehensible Input	Read before class: • Henshaw & Hawkins, Ch. 3 • Short assigned place-based/ethnobotanical resource • Explore selected INPI <i>Atlas de los Pueblos</i>

	Hypothesis • Comprehension checks • Focus on form • Structured input Experiential Encounter #1: La Caminata • Plants, landscape, language, and cultural knowledge • Describing unfamiliar objects in Spanish • Circumlocution and negotiation of meaning • Mexican/South Texas environmental and community knowledge Debrief: Where did comprehensible input occur? What happened when we did not understand?	<i>Indígenas de México</i> materials During class: Caminata field notes in <i>Cuaderno de Campo</i> Community Extension: Ask someone outside class about one plant/object encountered during the caminata
Mod 2, Wk. 7 Oct. 5	Reading, Listening, and Viewing: Interpretive Communication • Henshaw & Hawkins Ch. 4 • Interpretive proficiency • Oral, written, and visual texts • Selecting authentic texts • Reading and listening strategies • Biliteracy and cross-language transfer • Designing interpretive communication lessons Opening: What did our families/community members know about what we encountered during the caminata? Spanish Lab: Jigsaw reading/literature circle using an authentic Mexican or Chicana/o text Introduce: Literacy & Oral Language Strategy Demonstration	Read before class: • Henshaw & Hawkins, Ch. 4 • Selected short reading on biliteracy/cross-language transfer Communicative Assessment Toolkit: Interpretive Assessment component due Cuaderno de Campo: Week 7 entry
Mod 2, Wk. 8 Oct. 12	Presentational Communication: Reading and Writing for a Reason • Writing as communication • Audience, purpose, and genre • Process vs. product • Scaffolding presentational writing • Feedback and assessment • Moving beyond writing solely to demonstrate grammatical accuracy Workshop: Authentic Spanish writing using culturally/community meaningful texts and purposes Assessment Workshop:	Read/Explore before class: • Selected Henshaw & Hawkins materials on presentational communication • Selected Shrum & Glisan literacy/writing material • Explore a selected <i>Hecho en Texas</i> or COERLL activity Due: Authentic Spanish Writing Task Communicative Assessment Toolkit: Presentational Assessment component developed in class 240 Prep Progress Check #2

	Creating a presentational-writing task and rubric	
MODULE 3	OUTPUT, INTERACTION, AND COMMUNICATION Examines how language develops through meaningful production and interaction while exploring strategies for supporting oral language, literacy, and sustained communication.	
Mod 3, Wk. 9 Oct. 19	Output: Story, Memory, and the Corrido • Henshaw & Hawkins Ch. 5: Output • Output Hypothesis • Characteristics and role of output • Process vs. product • Scaffolding production • Oral and written language Cultural Focus: Corridos, oral tradition, borderlands history, and Américo Paredes Spanish Lab: Listen → Reconstruct → Read → Interpret → Discuss Question: What counts as literacy, and what can oral traditions preserve? Workshop: Preparing Literacy & Oral Language Strategy Demonstrations	Read before class: • Henshaw & Hawkins, Ch. 5 • Selected Américo Paredes excerpt Listen/Read: Assigned corrido Communicative Assessment Toolkit: Presentational Assessment component due Prepare: Literacy & Oral Language Strategy Demonstration
Mod 3, Wk. 10 Oct. 26	Literacy, Oral Language, and the Linguistic Landscape Student Presentations: Literacy & Oral Language Strategy Demonstrations Experiential Encounter #2: ¿Dónde vive el español? • Linguistic landscapes • Spanish in public space • Business signs, street names, murals, advertisements, public texts, and institutional language • Language visibility and absence • Audience, belonging, and linguistic authority Spanish Lab: Interpreting and discussing public language and cultural texts	Read before class: • Short assigned reading on linguistic landscapes Due in class: Literacy & Oral Language Strategy Demonstration Cuaderno de Campo: Linguistic-landscape observations 240 Prep: Continue assigned preparation
Mod 3, Wk. 11	Interaction: Learning Through Other People • Henshaw & Hawkins Ch. 6: Interaction • Interaction Hypothesis •	Read before class: • Henshaw & Hawkins, Ch. 6 • ACTFL resource on interpersonal communication/culture Communicative

Nov. 2	Form vs. meaning • Interactional feedback • Interlocutor characteristics • Scaffolding • Task types • Designing opportunities for sustained interaction Cultural Focus: Mexican and Chicana/o visual culture Spanish Lab: Visual interpretation: Descripción → Interpretación → Evidencia → Argumentación Assessment Workshop: Assessing interpersonal communication Introduce: LOTE Language-Based Lesson Plan	Assessment Toolkit: Interpersonal Assessment component due Due: Complete Communicative Assessment Toolkit Cuaderno de Campo: Week 11 entry
MODULE 4 LANGUAGE, CULTURE, COMMUNITY, AND CURRICULUM Investigates how language is connected to culture, identity, family, community knowledge, and lived experience and considers how these resources can inform language instruction.		
Mod 4, Wk. 12 Nov. 9	NO FACE-TO-FACE CLASS — Voces de la Comunidad Experiential Encounter #3: Language, family, memory, and community knowledge Students conduct a substantially Spanish-language conversation/interview with a family or community member. Explore language across generations, schooling, sayings, stories, migration, community knowledge, cultural practices, language maintenance/loss, and experiences with Spanish and English.	Complete: <i>Voces de la Comunidad</i> interview/inquiry Cuaderno de Campo: Interview notes and reflection 240 Prep Progress Check #3 Work on: LOTE Language-Based Lesson Plan
Mod 4, Wk. 13 Nov. 16	From Community Knowledge to Language Instruction • What knowledge lives in families and communities? • Heritage-language maintenance and loss • Funds of Knowledge • Language ideology and linguistic insecurity • Connecting community knowledge to curriculum without tokenizing it Spanish Lab: Sharing and interpreting artifacts/stories from <i>Voces de la</i>	Read before class: • Moll et al., selected “Funds of Knowledge” reading • Selected Heritage Spanish resource Due in class: LOTE Language-Based Lesson Plan Presentation Due Saturday: Final written LOTE Language-Based Lesson Plan in Spanish

	<i>Comunidad</i> Lesson Design: TEKS → Objectives → Activities → Assessment Student Presentations: LOTE Language-Based Lesson Plan	
MODULE 5	DESIGNING INTEGRATED LANGUAGE AND LITERACY INSTRUCTION Brings together second-language acquisition, literacy, communication, culture, assessment, and the TEKS to design coherent and meaningful language-learning experiences.	
Mod 5, Wk. 14 Nov. 23	From Lesson Planning to Integrated Literacy Planning • Integrating interpretive, interpersonal, and presentational communication • Reading + writing + listening + speaking • Culture as more than products and celebrations • Heritage Spanish, translanguaging, and asset-oriented instruction • Place and community as sources of curriculum Revisit: Anzaldúa, “How to Tame a Wild Tongue” Workshop: Integrated Literacy Plan Spanish Lab: Structured Academic Controversy — <i>¿Debe hablarse solamente español en la clase de español?</i>	Read before class: • Revisit Anzaldúa • Selected Heritage Spanish/translanguaging resource Bring to class: Draft Integrated Literacy Plan materials 240 Prep: Continue preparation toward completion
Mod 5, Wk. 15 Nov. 30	Integrated Literacy Plan Presentations: <i>¿Qué significa enseñar una lengua?</i> Students present their integrated units demonstrating how SLA theory, interpretive/interpersonal/presentationa l communication, literacy, culture, assessment, and TEKS work together. Possible Place-Based Units: local landscapes, plants/foodways, murals, corridos, family stories, neighborhood histories, linguistic landscapes, or other Mexican/Chicana/o/Tejana/o community knowledge. Course Synthesis: Input → Interpretation → Output → Interaction → Literacy → Culture → Community → Curriculum	Due in class: Integrated Literacy Plan Presentation Due: 240 Prep LOTE Spanish course completion Cuaderno de Campo: Final entry — What have I learned about language, culture, community, and teaching?

Mod 5, Wk. 16 Dec. 4	Final Course Deadline	Due: Final Integrated Literacy Plan Due: Final 240 Prep readiness reflection/documentation, if assigned All remaining course work due by 11:50 p.m.
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Ongoing Expectations

240 Prep: LOTE Spanish

Students work through the required 240 Prep course throughout the semester. Progress checks are built into the schedule to discourage completing the entire program at the end of the semester.

Mi Cuaderno de Campo: Lengua, Cultura y Lugar

Students maintain brief entries documenting language learning, course insights, experiential encounters, questions, unfamiliar language, and cultural/community knowledge.

Spanish Laboratory

Most class meetings include sustained Spanish-language interaction. Activities become progressively less scaffolded and more intellectually and linguistically complex across the semester.

Language of Coursework

Spanish is the primary language of communication and coursework. Unless otherwise specified, assignments and class activities will be completed substantially or entirely in Spanish. English may be used strategically when appropriate for complex theoretical analysis, cross-linguistic comparison, or other purposes identified by the instructor.

Communication and Support

Contacting the Instructor

Email is the best method for questions outside class. Students should generally expect a response within [24–48 hours] during the work week.

Questions that require extended discussion are better addressed during office hours or by appointment.

Students are encouraged to contact the instructor early when experiencing difficulty with course concepts, assignments, participation, or other circumstances affecting their work.

Office Hours

- Tuesdays and Wednesdays from 12:00pm – 2:00pm

Additional meetings may be scheduled by appointment.

Office hours are not limited to students who are struggling. Students are encouraged to use them to discuss course ideas, Spanish-language development, assignments, teaching, research interests, or questions emerging from class.

Blackboard

Blackboard will serve as the central location for:

- course announcements;
- readings;
- assignment instructions;
- rubrics;
- supplementary materials;
- submission links; and
- updates to the course schedule.

Students are responsible for checking Blackboard regularly.

A Note About Learning Language Together

Language learning requires vulnerability. At different moments, everyone in this course will forget words, misunderstand someone, produce an unexpected grammatical form, struggle to express an idea, or need help.

These moments are not interruptions to language learning. They are language learning.

Our classroom should therefore be a place where students can take linguistic risks, ask for clarification, experiment with language, and help one another communicate.

At the same time, this course asks us to approach Spanish as more than a school subject. Spanish carries histories, relationships, memories, cultural practices, intellectual traditions, humor, struggle, creativity, and ways of understanding the world. The varieties of Spanish encountered in families and communities are therefore not obstacles that must be removed before “proper” language learning can begin. They are among the linguistic resources from which learning can grow.

By the end of the semester, our goal is not simply to know more about Spanish or about methods for teaching it. It is to become better able to listen, inquire, interpret, communicate, and teach through language while recognizing the knowledge already present in learners, families, communities, and places.

IMPORTANT POLICIES AND RESOURCES

University Email Policy and Course Communications: All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

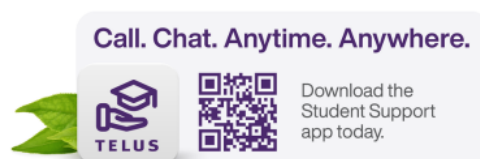
Appointments available MATH Walk in Tutoring – No appointment needed

	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information on emergency response may be found at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC):

The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. Students wanting to work in realtime with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#) . The WLDCC can also be reached by emailing wldcc@tamusa.edu.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a [CARE report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have

experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.

5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#)

Important Fall 2026 Dates:

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

The complete [academic calendar](#) is available online

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.