

**SPANISH 440, Fall 2014**  
**“Theory and Methods in Teaching Heritage Speakers”**

Tuesdays, 5:00-7:45 pm  
Prof. Kim Potowski  
The University of Illinois at Chicago  
Department of Hispanic & Italian Studies

In this course, we review theories in bilingual development, sociolinguistics, and language teaching in order to understand best practices in teaching heritage language learners. Teachers of all languages are welcome, although many course examples come from Spanish.

**Textbook**

Beaudrie, S., Ducar, C. & Potowski, K. (2014). *Heritage language teaching: Research and practice*. McGraw Hill.

To order: <https://create.mheducation.com/shop/#!/catalog/details/?isbn=9781308300436>

**Course grade**

Homework = 15%  
Observations = 15%  
Reflection papers (x3) = 25%  
Paired class presentation = 10%  
Final paper & presentation = 20%  
Attendance & participation = 15%

**Homework (15%)**

You will need to complete some kind of assignment each week. During weeks 2 through 11, this will minimally consist of reading one (1) of the textbook chapters and **writing down** your answers to the assigned “*Pause to consider*” boxes. Note, you must always write down your answers to these questions and bring them to class. We will often share them in class, and I will occasionally collect and grade them.

**Two (2) observations of a heritage language classroom (15%)**

This can be at the high school or university level. Both observations should be of the same teacher. We will develop the guidelines for this assignment together. For now, work on locating a heritage language class that you can observe two times before late October.

Please speak to me if it will be extremely burdensome for you to be granted work release time to complete these observations. We will construct an alternate assignment in which you reflect on your own teaching practices in your classroom.

### **Three (3) reflection papers (25%)**

A reflection paper is approximately 5-7 pages in length. You will complete three of these; I will provide written details and oral explanations of each one in the coming weeks.

- 1) A **literature review** of an area you would like to study. NOTE: This will feed into your final project.
- 2) A commented list of the **teacher competencies** you feel are most important for successful heritage language teachers (Table 1.2, page 10).
- 3) **Textbook review**. Most instructors, whether heritage or second language, are assigned a textbook and required to teach from it. In this assignment, in small groups (2-3 students), you will prepare an analysis of three (3) commercially published heritage speaker textbooks.

### **Final paper & presentation (20%)**

Your final paper will be a research proposal for something related to heritage language development. In it, you will:

- Identify an aspect of HL development about which we need more knowledge (and there are many!)
- Conduct a lit review showing what we know and what we don't know. This lit review should have as a main outcome **demonstrating the gap** in our knowledge (note, this is also your reflection paper #1) and **why it's important** to make attempts to fill that gap.
- Design a study whose findings would help address the gap.
- Note, you are NOT conducting the study (unless you really want to – see me). You are only designing it.

You also present to the class about your final paper. You will have worked very hard on this and will want to share your ideas with your classmates; you never know what kind of spark you will set off.

### **Attendance & participation (15%)**

It is expected that you will be present and participatory for every class session. You are permitted one (1) absence without penalty. After that, the earth opens up and swallows you into a fiery chasm. No but seriously, this portion of your grade decreases by 40% with each absence after the first. So, miss a second class, you **might** still get an A. Miss a third class, fuggedaboutit. Keep in mind that there is no class session on Oct. 7<sup>th</sup>; you should spend this time working on your final project.

Also, I prefer that you arrive late or leave early (after notifying me in advance) rather than miss an entire class. You will receive 1/3 “credit” if you attend 1 hour, 1/2 credit for attending 90 minutes, and 2/3 credit for attending 1.5 hours. But do the math: the same rule applies that was stated in the previous paragraph. So if you miss 1/2 a class twice, that counts as missing 1 class.

If you have young children and need to keep your cellphone on vibrate and potentially answer a call related to the wellbeing of said children, please let me know. This is true for me, so I ask for your understanding. Otherwise, it is expected that you will not text or call anyone during class.

As for “participatory.” This means that you contribute substantially to each class session, without dominating the public floor nor being overly glib. You will hear from me about halfway through the semester if I have suggestions about how to adjust your participation to meet the course’s expectations.

**Paired class presentation (10%)**

You will present once, in pairs. What will you present? Something related to an idea in one of the chapters. Note, this is **NOT A SUMMARY OF THE CHAPTER**. We have all read the chapter. Your presentation is about an idea contained in the chapter. That is, you are expanding on a point in the chapter that inspired or interested you. Your presentation should last 30 minutes maximum. You should use PowerPoint, handouts, and other technologies as you see fit and as serve your goals for your presentation. We will have ~10 minutes for questions after your presentation.

You are very welcome to send me your idea(s) for your pair presentation at any time.

**Calendar. Subject to change. Changes always benefit YOU, the student.**

Week	Date	Topics	Presentation	Food
1	<b>AUG</b> Tues. 26	Background surveys. Chapter 1	Professor Potowski	Professor Potowski
2	<b>SEPT</b> Tues. 2	Chapter 2		
3	Tues. 9	Chapter 3		
4	Tues. 16	Chapter 4. How are your observations going?		
5	Tues. 23	Chapter 5		

6	Tues. 30	Chapter 6. Turn in reflection paper #1		
7	<b>OCT</b> Tues. 7	No class session. Work on research project.		
8	Tues. 14	Chapter 7		
9	Tues. 21	Chapter 8		
10	Tues. 28	Chapter 9		
11	<b>NOV</b> Tues. 4	Chapter 10 Turn in reflection paper #2		
12	Tues. 13	Turn in observations		
13	Tues. 18	Turn in reflection paper #3		
14	Tues. 25	Presentations, research projects		
15	<b>DEC.</b> Tues. 4	Presentations, research projects		