



# Syracuse University

## Project Advance

### SPANISH 201 SUMMER INSTITUTE

2022

Monday, July 18 – Friday, July 22

(Most of the course content workshops will be offered in Spanish)

By the end of this seminar SUPA instructor candidates will

- be familiar with Syracuse University Project Advance Program and its accreditation standards
- be familiar with the Languages, Literatures, and Linguistics Department and the Spanish 201 course
- have access to administrative related processes and contact information
- have a better understanding of the course, required book, online resources, and SU library resources for faculty and students
- have completed the first draft of the course syllabus
- demonstrate abilities and understanding of teaching this course through a 'microteaching' short lesson
- demonstrate understanding of the instructor role once become SU adjunct faculty
- be prepared to complete course requirements toward certification
- be prepared to engage and exchange with the SUPA family

### CALENDAR OF ACTIVITIES

Monday, July 18<sup>th</sup>

#### Morning Sessions

<b>8:00-9:45</b>	<b>Registration, Orientation and Welcome Breakfast (Attendance Required)</b> <i>Sheraton Syracuse University Hotel &amp; Conference Center</i> 801 University Ave., Syracuse, NY 13210
<b>10:00-10:45</b> HBC311A	<b>Welcome to the Syracuse University Spanish 201 Course</b> <i>Professor and SUPA Liaison: Dr. Elizabeth Juárez-Cummings</i> <ul style="list-style-type: none"><li>• Introductions</li><li>• The SU's foreign language program and college classrooms</li><li>• What does it mean to be part of the SUPA family?</li><li>• What is my role as Liaison/visitor?</li><li>• How do we collaborate as a team?</li></ul>
<b>11:00-1:00</b> <i>Bird Library 046</i> (lower level)	<b>Accessing Materials Through the University Library Workshop</b> Virtual Mendeley and Library Resources workshop <i>Patrick Williams, Librarian for Literature, Rhetoric, and Digital Humanities, SU Library</i>
<b>1:00-2:00</b>	<b>Lunch On Your Own</b>

## Afternoon Sessions

2:00-2:45 HBC311A	<b>Introduction Syracuse University Spanish 201 Course</b> <i>Dr. Elizabeth Juárez-Cummings</i> <ul style="list-style-type: none"><li>• The syllabus, the book, VHL, SU grading system, and course expectations</li></ul> How to prep for this session? <ul style="list-style-type: none"><li>○ Read the syllabus, go over the book and visit the VHL site</li><li>○ Prepare to share questions and ideas about how you may integrate the grading components in your classroom</li></ul>
3:00-4:30	<b>The Interactive vs. Communicative classroom</b> <i>Dr. Elizabeth Juárez-Cummings</i> <ul style="list-style-type: none"><li>• Activities, exercises, or tasks?</li><li>• Read Van Patten (2017) Ch5. to prepare for this session</li></ul>

## Homework

### Mini-Lesson presentation preparation

(Presentations will be on Thursday July 21<sup>st</sup>)

- Start planning a 30-minute communicative mini lesson in Spanish on a topic of your choice from the *Imagina Book 5th Ed.* chapters 1-6 (grammar, vocab, culture, literature, etc.)
- You are expected to be prepared to...
  - do a teaching demonstration of your mini-lesson as if we were your students (20 mins. maximum)
  - share your objectives and evaluation for this lesson
- (Review the documents provided in BB to guide your work. The mini-lesson itself cannot exceed 20 minutes.)
- **All lesson files must be shared in the Mini Lesson folder on Blackboard (BB).**
- **Study the book and the syllabus components**

Tuesday, July 19<sup>th</sup>

## Morning Sessions

8:30-10:00 Live Science Building (LSB) 001	<b>Student Registration and Grade Reporting Presentation Workshop</b> <i>Emily Beck, Sr. Student Records Coordinator</i>
11:00-12:00 HBC 311A	<b>Intro to Syracuse University Project Advance Blackboard Organization</b> <i>Kennia Delafe, Course Admin</i> <ul style="list-style-type: none"><li>• Accessing to the BB Languages organization</li><li>• Exploring course materials</li><li>• Uploading and downloading materials</li><li>• Finding the course syllabus</li></ul>
12:00-1:00	Group Lunch? Where?

## Afternoon Sessions

1:15-2:15 HBC 311A	<b>Developing a Syllabus for Spanish 201 SU course</b> <i>Professor Elizabeth Juárez-Cummings</i> <p>Below are common questions/statements to help us through the discussion. Feel free to bring your own.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Pros and cons of the SU SPA201 syllabus</li><li><input type="checkbox"/> What to include and what to not include in your course syllabus</li></ul>
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- Is the calendar part of the syllabus?
- Where your syllabus is flexible and where it is not
- Seals, such as biliteracy and the school's, can they be included?
- When does the syllabus needs to be ready and who should be getting it? Other scenarios where I will need to share my syllabus?
- What happens if the syllabus is not ready for my students?
- Can I give a version of this long syllabus to my students?

**2:30-3:30 Mini Lesson Planning Individual Sessions**

Dr. Juárez-Cummings will be available for questions and consultations as you plan your mini lesson. Sign up on the schedule on Monday

**Evening Session**

**4:00 SUPA-Wide BBQ**  
*Schine Student Center, Panasci Lounge*  
 200 Waverly Ave., Syracuse, NY 13210

**Homework**

- Visit our SI Blackboard organization to access to the course materials for today's homework activity: Oral and Written Assessment
- Watch the assigned videos and do the readings
- Evaluate using the provided rubrics on Blackboard
- Come prepared to discuss your evaluation based on the rubric standards on Wednesday

**SPA201 Syllabus Review and Preparation**

- Using the provided SPA201 syllabus template, start outlining your syllabus and calendar of activities. Syllabus draft is due on Friday
- Share your Syllabus file by uploading it to BB/Instructors Syllabi/ File name: Syllabus\_YourLastName\_SchoolName\_2022.
- Your course Syllabus Draft submission is due on Friday by noon.

**Continue preparing your Mini Lesson Presentation plan to present it on Thursday and the Syllabus draft for Friday.**

To prepare for Wednesday Morning Session:

- Visit our SI Blackboard organization to access to the course materials for this activity
- Watch the assigned videos
- Evaluate using the provided rubric
- Come prepared to discuss your evaluation?

**Wednesday, July 20<sup>th</sup>**

**Morning Sessions**

**10:00: 11:20 Authentic Assessment: Implementing communicative assessment**  
 HBC 311A Kathryn Clinton

**11:30-12:15 Oral and Written Assessment Group Discussion**  
 HBC 311A Dr. Elizabeth Juárez-Cummings

How to prep for this session? Refer to Tuesday's homework.

**12:15-1:30 Lunch On Your Own**

**Afternoon Sessions**

**1:30-2:30 Designing and Evaluating Literature Assignments Workshop**  
 HBC 311A Dr. Gerardo Cummings

2:45-3:30 | Syllabus/ Microteaching Planning Q&A  
HBC 311A | Professor Elizabeth Juárez-Cummings

#### Evening Session

4:00-5:15 | **Workshop: College Learning Strategies: Thriving Beyond the Pandemic**  
ZOOM Link: TBA | Janice Nieroda-Madden Ph.D. Assistant Teaching Professor Reading and Language Arts

*Homework: Work on your final Microteaching presentation plans for tomorrow and the Syllabus draft for Friday. Syllabus draft check point tomorrow morning.*

Thursday, July 21<sup>st</sup>

#### Morning Session

9:00-10:30 | Vista Higher Learning Platform

HBC 311A | Magdelin Montenegro

10:45-12:00 | SUPA Administrative Discussion

HBC 311A | Kennia Delafe, SUPA Assistant Director, Course Admin  
SUPA partnership, classroom visits, teacher certification, and more.

Lunch | On your own

12:00-1:00

#### Afternoon Session

1:00-3:00 | Microteaching Showcase and discussion

HBC 311A | SUPA candidate instructors and Professor Elizabeth Juárez-Cummings

*Homework: Work on Syllabus draft, check point tomorrow morning*

Friday, July 22<sup>nd</sup>

#### Morning Sessions

9:00-10:30 | 1-2 Syllabus/ Lesson plan meetings

Professor Elizabeth Juárez-Cummings

9:00: \_\_\_\_\_

9:45: \_\_\_\_\_

10:45-12:00 | Syllabus for the New academic Year 2021-2022 Discussion

HBC 311A | Elizabeth Juárez-Cummings, Spanish Professor and SUPA Liaison

Christa Wirth, French Instructor and SUPA Liaison

Kennia Delafe, Course administrator

- Final Syllabus draft Q&A
- What to do next?
  - Final Syllabus draft due date for approval
  - Final Syllabus due date for the course and students
  - Proposal Checklist
  - Communication standards
- Summer Institute Closings
- Summer Institute Evaluation Survey
- Last-minute Q&As

Adjourn

## FOLLOW UP ASSIGNMENTS AND DUE DATES

- All participants must complete and submit:
    - Certification Proposal Statement (outlined below) by **the end of the last day of the Summer Institute week (July 22, 2022)**.
    - Course Syllabus outline by **the end of the last day of the Summer Institute week (July 22, 2022)**.
    - Completed SPA201 course Syllabus with a calendar of activities for the academic year must be submitted for approval by **Friday July 29, 2022**.
  - Electronic copies of these documents must be sent to Kennia Delafe (kdelafe@syr.edu) for SU Adjunct Certification approval.
  - Certification to become SU Adjunct instructor must be completed by **July 29, 2022**.
    - No class will be assigned prior Certification.
    - Summer Institute participation certificate does not fulfil SU adjunct teaching certification requirements.
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### Proposal Statement Outline (preliminary)

*Think of this as a series of questions to answer in this general order.*

1. Course philosophy and expectations
  - a. what do you expect your students to learn in specific, and in terms of general outlook?
2. With respect to the above, what is the...
  - a. general demographic expected in Spanish 201 course?
  - b. expected class size and number of sections (20 students max)
3. Will you have teaching assistants or partner instructors, and will this impact the way you teach the class and make the schedule?
4. In case of emergencies, will the school provide a certified backup to carry on your course? What will be the proposed contingency plan?
5. Do you have permission/resources available to schedule field trips, excursions, or visits to local or regional sites that may help with instruction or course outcome?
6. Do you anticipate factors that may impact your class structure, expectations, and desired outcomes? If so, please explain.

#### Overall course guidance:

For all courses to be certified as a Syracuse University Project Advance Course and to be able to open course sections, **an approved syllabus for the full academic year must be on file in the Project Advance office by August 27th**. Please follow the due dates guidelines from above to guarantee course sessions are opened on time.

For Teachers to be certified as Syracuse University Instructors, teachers must maintain SU Instructor certification by adhering to the given certification standards provided on the Instructors guide, actively

participating in professional development provided by the course administrator and course Faculty, maintaining direct communication with Course Administrator in case of needs and emergencies, and being a Syracuse University representative for students, parents, and High School administrators and staff. Failure of doing so, the indicated course will not be offered as a Syracuse University course, and it will be contingent until complying with the requirements.

If you have questions or concerns, please feel free to contact your course administrator Kennia Delafe [kdelafe@syr.edu](mailto:kdelafe@syr.edu).

Additional Online Resources:

**Getting ready to teach Syracuse University courses? Visit the following course preparation resources:**

Rapid Online Course Development Guide:

<https://answers.syr.edu/display/AC/Rapid+Online+Course+Development+Guide>

Learning objectives Guidance Documents:

<https://universitysenate.syr.edu/committees/curricula/courses-procedures-and-forms/learning-objectives/learning-objective-guidance-documents/>

Rubric Library:

<https://effectiveness.syr.edu/assessment/assessment-resources/rubric-library/>

Classroom Assessment Techniques:

<http://www.ncicdp.org/documents/Assessment%20Strategies.pdf>

Alternatives to traditional Exams:

<https://answers.syr.edu/display/AC/Alternatives+to+Traditional+Exams>

Academic Integrity Resources:

<https://class.syr.edu/academic-integrity/>

Summer Online Course Checklist (A guide that can be adopted to any course development)

<https://answers.syr.edu/display/AC/Summer+Online+Course+Checklist>

Aligning your course to Any Format:

<https://answers.syr.edu/display/AC/Align+Your+Course+for+Any+Format>