**Creating and Disseminating Materials for Undergraduate and High-School Teaching**

[*I have added, in brackets and italics, some comments about my proposal*]

In my remarks on medieval Iberian Studies last year I commented that one way in which medieval Iberian studies is failing to reflect its multilingual, multicultural subjects is its dependence on English. No resources related to medieval Iberia are created for Spanish undergraduate classes, the cradle of future Iberomedievalists, no textbooks with accessible narratives and bibliographies for Spanish majors and minors; no bilingual editions that expose students to Iberian linguistic variety and spark their interest in those languages and cultures; not even passing mentions in lower-level Spanish-language textbooks that might encourage students to take advanced courses. Anthologies of texts translated into English may be used in history, religion, or humanities courses, but they are of limited use for those teaching the language. The situation in high schools is worse. Medieval Iberia is either absent from Spanish Advanced Placement course curricula or, as Mark pointed out, taught as the most stale Castilianism.

With that in mind, I am bringing you not so much a list of solutions as a wish list. I think that my needs may be representative of a larger group of those teaching in Spanish departments of colleges that prioritize pre-professional careers; in my case business, law, and medicine. Many pre-professional students crave our courses but have serious difficulties reading medieval Spanish (they may even have trouble reading a modernized version because of the cultural differences). I also want my classes to be visually exposed to Catalan, Romance Andalusí, Galician-Portuguese, Hebrew, Arabic, Aljamiado texts … and while I can do that by having them read the texts in English translation, many students have trouble grasping the linguistic variety without seeing the original face-to-face.

Along with the linguistic issues, these students want broader topics to explore than what our narrowly-focused, highly-theoretical scholarly publications offer. Linde sent this group a list that illustrates the kind of topics that I also have in mind. A scholar who is doing a fabulous job, albeit in English, is David Wacks. Recently he sent to Mediber a link to his blog, his post How Christian was Iberia in the Middle Ages? And how can you tell? <http://davidwacks.uoregon.edu/2016/04/14/pagan/>

I particularly like how David links these medieval cultural practices to colonial America, in particular to the situation in México.

We all are capable of creating wonderful discussions and course packets to tailor different topics to our courses but frankly, I am tired. What I am proposing is a textbook and before you make a fuss about this proposal let me tell you why I think we may need one to pull the next ones up. By the third semester most college students have pretty much decided on their major, minor, concentrations, certificates … which means that if we ignore Spanish elementary courses we are shooting ourselves in the foot. As I mentioned earlier, there is nothing out there to reach these levels. My sense is that if we create a textbook that distills and presents *in Spanish* the work that is being done in medieval Iberian studies and relate it to Latin America, as David does, and to the students’ own experience, non-medievalists teaching Spanish may pilfer these topics for their courses. Furthermore, my proposal does not detract from Isidro’s. We do need a space to share and develop these materials but ProjectMuse commons may not be available to those teaching in smaller colleges, and it is definitely out of reach for those in high and middle schools.

There is a wealth of highly accessible materials on relevant Latin American topics. Besides a plethora of textbooks and anthologies for seminar classes, the topics and authors that appear in Spanish language-instruction textbooks are almost exclusively Latin American. The only medieval representative I have seen is don Juan Manuel. Just one textbook in a high school library may inspire a teacher to include a few lessons on medieval Iberia [*apparently not according to the reaction of one teacher in the public; yet my experience differs. My proposal is more targeted than Linde’s. I want a textbook that develops broader topics to be used in* ***Spanish advanced placement courses****, intermediate and major/minor language and culture college levels. AP students placed in my intro to Spanish major/minor courses and the AP teachers I know rely on textbooks. Some publishing houses already offer the option of purchasing single chapters. I am not opposed to developing open access materials but we need to begin somewhere and my proposal fits my own needs*]

Another reason why I am proposing a textbook is that a publishing house will publicize it much more aggressively and efficiently than we all can do.

So, this is the type of textbook that I have in mind. This is, finally, my wish list.

A textbook organized by topics instead of literary texts or genres. Topics like those proposed by Linde and David. The space that Isidro is proposing is a wonderful resource to develop them.

Each topic accompanied by a careful selection of texts in the original language, along with a modernized version and / or English translation.

Fragments or summaries from secondary sources, in Spanish, for each topic and an accessible bibliography for further study.

A set of language-based exercises (vocabulary, reading comprehension, writing practice) so that each topic can be used in lower-level language courses

A set of exercises to develop analytical skills

A set of topics for discussion comparing the students’ cutlure and the target culture (see goal #4 in CLL, COD, and CMT categories of the North Carolina Essential Standards for World Lanugages in the hand out, next page). I have chosen the **Advanced Low Proficiency Level** because my 1st-year students with AP credit may be at this level.

**North Carolina Essential Standards World Languages**

<http://www.dpi.state.nc.us/acre/standards/new-standards/#worldlang>

**Advanced Low Proficiency Level** (*Some of my 1st-year students with AP credit may be at this level*)

Note: The *North Carolina World Language Essential Standards* are organized by proficiency level, rather than grade level or gradespan, to embed the multiple entry points for language learning across the K-12 spectrum. Exit proficiency expectations have been determined that show what a student is expected to be able to do with the language at the end of a specific program or particular class.

**CLL: Connections to Language & Literacy**

1. **Connections to Language & Literacy**

**Objectives**

**CLL.1 Use the language to engage in interpersonal communication.**

1. Understand how to express personal viewpoints on a variety of familiar and unfamiliar topics.
2. Understand how to communicate ideas and information in lengthy conversations.
3. Understand how to ask about, paraphrase, and describe ideas in unfamiliar situations.

**CLL.2 Understand words and concepts presented in the language.**

1. Understand extended speech on unfamiliar topics, live or via media.
2. Understand the subtleties and stylistic features of texts on familiar topics.
3. Understand how to interpret texts on unfamiliar topics.

**CLL.3 Use the language to present information to an audience.**

1. Create presentations on a variety of topics that are comprehensible to specified audiences.
2. Analyze texts to produce clear and organized summaries of ideas.
3. Use language to modify presentations for some specific audiences.
4. Use accurate pronunciation and appropriate voice inflection in spoken presentations.

**CLL.4 Compare the students’ culture and the target culture.**

1. Compare dialectical differences in media from various target cultures.
2. Compare target culture perspectives in texts and presentations with students’ culture perspectives.

**COD: Connections to Other Disciplines**

1. **Connections to Other Disciplines**

**Objectives**

**COD.1 Use the language to engage in interpersonal communication.**

1. Understand how to participate in lengthy discussions on a variety of familiar and unfamiliar academic topics.
2. Understand how to communicate ideas and information about academics and coursework in lengthy conversations.
3. Understand how to ask about, paraphrase, and describe discipline-specific ideas in unfamiliar situations.

**COD.2 Understand words and concepts presented in the language.**

1. Understand detailed information in texts on unfamiliar academic topics.
2. Understand the subtleties and stylistic features of texts on familiar academic topics.
3. Understand how to interpret texts on unfamiliar academic topics.

**COD.3 Use the language to present information to an audience.**

1. Use language to modify presentations about academic content area topics for some specific audiences.
2. Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.

**COD.4 Compare the students’ culture and the target culture.**

1. Contrast the historical views of public and private life in the target culture and its civilizations with world views.
2. Identify examples of the target culture and its civilizations in contemporary media and entertainment.

**CMT: Communities**

**3. Communities**

**Objectives**

**CMT.1 Use the language to engage in interpersonal communication.**

1. Use the language in a variety of familiar and unfamiliar situations.
2. Carry out lengthy interactions on familiar and unfamiliar topics with people from the target culture or communities of learners of the same target language.

**CMT.2 Understand words and concepts presented in the language.**

1. Analyze information about practices, products, and perspectives presented in texts and media about various topics.
2. Understand the meaning of lengthy messages on various topics used or displayed in the community or created by peers learning the same target language.

**CMT.3 Use the language to present information to an audience.**

1. Use the language to share information about a variety of topics with some specific audiences.
2. Use the language in school or community events on familiar and unfamiliar topics.

**CMT.4 Compare the students’ culture and the target culture.**

1. Critique the influence of the target culture in literature, media, and global concerns.
2. Differentiate the effect of events in the target culture’s history on its contemporary perspectives, practices, and products.