

# VIRGINIA TECH

1872

## THE UNIVERSITY



- EIGHT COLLEGES AND GRADUATE SCHOOL
- 60 BACHELOR'S DEGREE PROGRAMS
- 140 MASTER'S AND DOCTORAL DEGREE PROGRAMS
- 29,000+ FULL-TIME STUDENTS
- 16:1 STUDENT-FACULTY RATIO
- MAIN CAMPUS INCLUDES MORE THAN 100 BUILDINGS, 2,600 ACRES, AND AN AIRPORT
- RANKED 56TH IN UNIVERSITY RESEARCH IN THE UNITED STATES

## SPANISH FOR THE GREEN INDUSTRY CLASS BACKGROUND

- Requested by the industry.
- Began as an elective one credit course /2001.
- University approved the class in 2004 as a 3 credit required course for all four year Horticulture majors.
- Two year Agriculture Technology students are required to take Spanish for the Green Industry.
- Forestry is waiting for approval to add

## STUDENTS



- Freshman to graduate level
- Multiple levels of previous Spanish language exposure
- Horticulture
- Agriculture Technology
- Dairy Science
- Forestry
- other

## CLASS OUTLINE AND TEACHING METHODS

### Oral Practice

- Group work in groups of 2 - 5
- Repetition
- Question and answer sessions
- Prepared dialogs
- Improvised dialogs
- Conversation starters
- Flash cards



## CLASS OUTLINE AND TEACHING METHODS

### Listening practice

- Teacher speaks 70 – 85 percent target language
- Repetition
- Dialogs
- Teacher lead listening exercises
- Guest speakers
- Listening tracks available on-line and downloadable to iPod



## CLASS OUTLINE AND TEACHING METHODS

### Culture

- Shared experiences
- Guest speakers
- Presentations focusing on Latino culture
- Film
- Media and literature



## CLASS OUTLINE AND TEACHING METHODS

### Diversity Management

- Industry leaders visits to the classroom
- Media and literature
- Government websites
- Business websites
- Presentations focusing on management



## CLASS OUTLINE AND TEACHING METHODS

### Assessment

- Oral dialogs rubric graded
- Listening quizzes
- Paper quizzes
- Class attendance and participation
- Final paper on The Devil's Highway
- Completion of field guide project



## REQUIRED READING

- The Devil's Highway by Luis Urrea
- Time frame: read over the course of the semester.
- Assessment: Nine on-line quizzes taken throughout the semester, a final paper at the end of the semester.
- Discussions: Three in class discussions. The students come to class prepared with an opinion paragraph of pages read from

## SUGGESTED READING

- Bridging the Culture Gap, Grounds Maintenance, Jeffrey West, February 2002
- Various up to date magazine and newspaper articles that pertain to the green industry.
- The following readings are suggested to students in different area of studies or are suggested to aid the different students in their Spanish learning.
- Spanish for Animal Scientists and Food Animal Producers, Bonnie Frederick/Juan Mosqueda, Iowa State Press, 2003
- Thomson's English/Spanish Spanish/English Illustrated Agricultural Dictionary, Robert Rice, Thomson Publications, 1993
- Diccionario de Floricultura Ball, Ball Floriculture Dictionary, Verónica Hoyos de Martens/Nydia Palma de Villarreal, Ball Publishing, 1995
- Spanish for the Green Industry, Jennifer Thomas, Prentice Hall, 2001
- Golf Superintendents & Landscapers Workplace Spanish, WorkplaceSpanish.com, Workplace Spanish, 2006

## MEDIA COVERAGE

SPANISH FOR THE GREEN INDUSTRY HAS BEEN FEATURED IN NATIONAL PUBLICATIONS.

- Speaking Their Language: VT course educates students about Latino workforce, Virginia Farm Bureau News, Kelly Pruitt, Fall 2007
- Spanish for the Green Industry, TURF, Rocky Womack, December 2007
- ¿Horticultura?, Innovations, Michael Sutphin, January 2007 (copy included)
- Coping With Culture Concerns, Canopy Coverage, Barbara Kraft, Summer 2007
- Spanish For A Green Industry, Michael Sutphin, November 2006
- Learning Cultural, Language Differences Helps Managing Hispanic Workforce, Pallet Enterprise, Peter Hildebrandt, 4/1/2006 (copy included)

## INDUSTRY SUPPORT AND STUDENT FEEDBACK



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