0738e-1

Presenter _____ Scorer WJF Date 16 June 09 Total Score 4.6 Grade _____

Scoring Guide for a CBI Classroom Project #3 Landscape design + horticulture

Notes: 1) Project 3 (proposal for entire course also needs [Factor 4 "Pieces"] an overview / Table of Contents). 2) For Projects 1 & 2, presentation is not as important, so Factor 4 "slides" by one performance level. 3)Evidence of pedagogical consciousness" will very in length with the size of the project, and will be much more extensive for a project that presents the design of an entire course. Evidence can by reference to secondary literature or just "teacher talk" that shows consciousness of CBI concepts and their implications.

	Global	Factor 1: Is It CBI? 1, 8	Factor 2: Language Level Fits Activity? /8	Factor 3: Time Appropriate? /8	Factor 4: The Pieces /8	Factor 5: Presentation /4
6	After tryout in real class goes to conference / can be used as exemplary for a later CBI class.	Is essentially equivalent to instruction in the other subject area (except for the inescapable oddities that the language level does not match the cognitive level of the other subject level, and that there are specific language targets). good attention to learner identity	Central language level is exactly right, and the activity, even as is, can fit the neighboring level above and below.	Entirety of activity is a very close fit to the declared available time, and is also, even as is, flexible in both directions.	More than just the basic set of instructor directions, student setup, support resources (realia, etc.), assessment tool, and evidence of pedagogical consciousness); all pieces of high quality.	Extremely accurate language (spelling, punctuation, syntax, paragraph structure, organization of parts, voice) AND strong visual management of the text (typography, layout).
5	Needs ¼ hour with me, then 1 hour of revision of small-scale content.	Needs minor transformation of one aspect, but no content is missing.	Needs slight adjustment (ex.: one learner activity is above or below level).	Very close fit, but not flexible.	Needs a couple of adjustments that can be carried out with little help from me beyond the initial criticism.	Close to 6: errors of language are individual, not systematic. Needs a pointer or two about typography / layout.
4	Will work adequately for its creator, but use by others would need serious support.	Needs to add something and cut something, or transform (the) two chunks.	Entire project needs adjustment by one major ACTFL sub-level (ex: IntMid vs. IntHigh is major; IntLow vs. IntMid is minor)	Needs 50% adjustment (cut by half, stretch to twice what's there), but this requires no major rethinking. even with re-targetting to IH	One piece (or equivalent sub-pieces of multiple pieces) needs my earnest help (half-hour discussion) and then several hours of your attention.	One systematic exposition flaw and a couple small-scale errors. Format is plain but not confusing.
3	Most parts will work adequately for its creator, but one major part should not be used yet.	Needs several major changes, but the underlying idea is indeed CBI	Entire project belongs to a distinctly different level (exs: IntLow/Mid v. Advanced, LANG 103 v. LANG 203). Score 2: level is even more inappropriate (ex: Adv v. NH, LANG 301 v. LANG 101)	Much too short or much too long for the available time.	Needs an hour of my time and probably 5 hours of yours.	To become 4, presentation (this alone) needs an hour of consultation, followed by several hours of your time.
< 3	Survey of project reveals that the organizing principle is not CBI, but something else, most likely a language lesson, and probably a pedagogically traditional / reactionary one (=hard-nosed grammar-translation approach).					

Factor 4: needs more detail about assessment; needs more detail about a single meeting or collection of several meetings

0738e-2

FL 508
Dr. William B. Fischer
CBI Project Three
Theme: Gardening – Landscaping Horticulture
June 12, 2009

Subject Areas: Landscaping design and horticulture

Language proficiency: Intermediate-mid of ACTFL speaking reading and writing guidelines.

Student age levels: This activity is intended for high school and college level learners.

In-class time: This activity will take approximately thirty, sixty-minute, class sessions over a ten week period.

Summary: This is a ten week Content Based Instruction CBI course designed to expand the knowledge base of Spanish language learners on the subject of gardening. The learners would be exposed materials on gardening in the target language (L2). The course draws Stryker and Leaver's approach to CBI where language instruction is achieved through the study of content. The framework for this course is adapted from Stryker's framework for sequencing of activities for each theme from The Mexico Experiment at the Foreign Service Institute. (Stryker, Leaver 182-83) *See appendix A and B.* Learners will be paired, a horticulturist with a landscaper, and then divided into four groups. Each group will be responsible for developing a design proposal for a client, which they will present at the end of the ten weeks.

Location: The sessions will be held in a classroom. According to Andrew Corin's view on the classroom as the locus of instruction where the perception of the classroom evolves from using it as the locus of training to a home base where the learners prepare for training exercise which simulate real life. (Stryker, Leaver 93) For the duration of the course the classroom while be setup and used as the headquarters of a landscaping firm thereby simulating a real-life setting.

Learner identity: The learners will assume the identity of horticulturist and landscaping architects employed by the landscaping firm to be named by them.

Materials needed: The packet includes a manual on gardening and landscaping as well as other supplementary materials on the subject. It also includes regalia pertaining to horticulture and landscaping such as planting tools and materials as well as drafting and design instruments. The packet also includes a sample brochure which provides information about a course offered at the School of Fine Arts Granada. *See appendix C*

Vocabulary: The learners will be exposed to vocabulary in two major areas horticulture and landscaping design. The vocabulary lists will be accompanied by verb lists for each of the areas. *See appendix D*

Won't work at IM. Will work at I/t, with motivated learners.

reading can/should be targeted higher than S+W (unpack hypothesis). But be careful! Even your list of tools + materials will be hard for them to read

good tactic – your reader knows that you know your pedagogy

good

Strong overview: readers know exactly what you're giving in the main package

07 38c-3

Projected learner outcomes

Adapted from ACTFL proficiency guidelines[1]

Global: The learner obtains the knowledge base to design and create a landscaping project in a group setting.

Listening proficiency: The learner is able to sustain understanding over longer stretches of connected discourse on the topics discussed in class relating to the two areas of study: Landscaping and horticulture. The learner gains the ability to understand global concepts and main ideas during a dialogue.

Oral proficiency: The learn gains the ability to explain the sequential process of creating a garden and complete communicative tasks with group members about their project. Is able ask and answer questions related to the basic functions of landscape design, horticulture and gardening. The speaker is able to be understood by native speakers used to dialoging with non native speakers.

{types of text} about {context info}

Reading proficiency: The learner is able to understand the written material provided and is able to summarize content and extract necessary information of excerpts from authentic texts.

Function/Context

Writing proficiency: The learner is able to express the process of their project at various stages. Is able to express such process in the simple past and able to describe and narrate the steps for creating a landscaping project in sequential order.

] Good attention to background needs

Syllabus and Schedule: The syllabus serves two functions. The first function is to provide the learner information about goals of the course, the grading system, and learner expectations. The second function is to invite the learner into the simulation aspect of the course and the learner identities that will be given. The syllabus will also include the ten week outline for the course including major due dates. The course will be broken down into three phases. The first phase is orientation: the learners will assume their identity and will choose their team members for the duration of the ten weeks. This phase will take one week. During the second phase which will take five weeks the learners will be exposed to the new material and processes for conceptualizing their project. Lastly, during the third and final phase the groups will put together a list of supplies needed to design their project followed by a proposed budget for the project and finally a presentation of their project to the client. The last phase of the project will last four weeks with the presentation taking place during finals week of the trimester. *See appendix E*

[1] ACTFL oral, listening, reading and writing proficiency Guidelines
http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm

0738e-4

Thanks! Your fellow teachers will appreciate this

Framework for sequencing of activities according to each phase

Framework for sequencing of activities phase I

1. The meetings begin with a warm-up exercise.
2. The employees discuss the structure of the company.
3. The employees form partnerships and develop their teams.

Framework for sequencing of activities phase II

1. The employees are provided with research material to review away from the office. Each employee is given an assignment to work on away from the office based on the materials covered the previous work meeting.
2. Each day the employees are to share the new information and their assignment with their partner and then discuss it with the rest of their design team.
3. The teams attend a company wide orientation each workday during the second phase to learn how to perform their job.
4. Each team is given a series of topics to discuss among themselves.
5. The team then shares their topics with the other teams.

Framework for sequencing of activities phase III

1. The employees are given reading materials on landscape design. They are also asked to find another source of information.
2. Each employee then provides a summary to their teammates on the reading material they find.
3. Each team works on their project during work meetings.
4. The teams then have a brief meeting with the instructor to provide an update on their project.
5. The teams have a round table discussion about their projects.

0738e-5

Lesson plan day 1 – week 2

Introduction (10 min)

- The employees share with their partners the new reading materials they found.
- The employees get into their design groups and discuss the reading materials given the previous class.

↑ to them during

Orientation (30 min)

- Orientation on design principles. *See appendices F and G*
    i. During the orientation the instructor will present information on landscape design. The instructor will demonstrate the process of analyzing the environment. Designing for the shape of the area. Soil analysis and vegetation.
- The employees will get together with their partners. They will be given draw the shape of their garden.
- The teams will then meet to compare their designs and choose one to present to the class.

Team discussion (15 min)

- Each team is given a list of discussion topics pertaining to environmental conditions at a site, design layouts as well as soil and vegetation conditions.
- Each team will then share their discussion topics with other teams.

Wrap-up (5 min)

- Each employee is given reading materials and is given an assignment to prepare for the next meeting.

0738e-6

1 5

Lesson plan day 2 – week 7

Introduction (10 min)

- Everyone gets together and volunteers share vegetation information and discuss their sources.

Team meetings (30 min) will need more as much time – at least

- Employees get together with their partners and discuss their ideas for the vegetation they will propose to the team for their project.
- The teams meet to discuss and choose their choices for the vegetation of their project. They will need to explain their choices by including climate conditions, soil requirements and watering needs.
- The team then meets with the instructor to share their ideas for the vegetation of their project.

Round table discussion (20 min)

- The teams come together to discuss the progress of their project with other teams. This will be an instructor guided discussion. The goal of this discussion is for the teams to help each other with ideas and resolve other issues concerning the project.

0738e-7

Appendix A

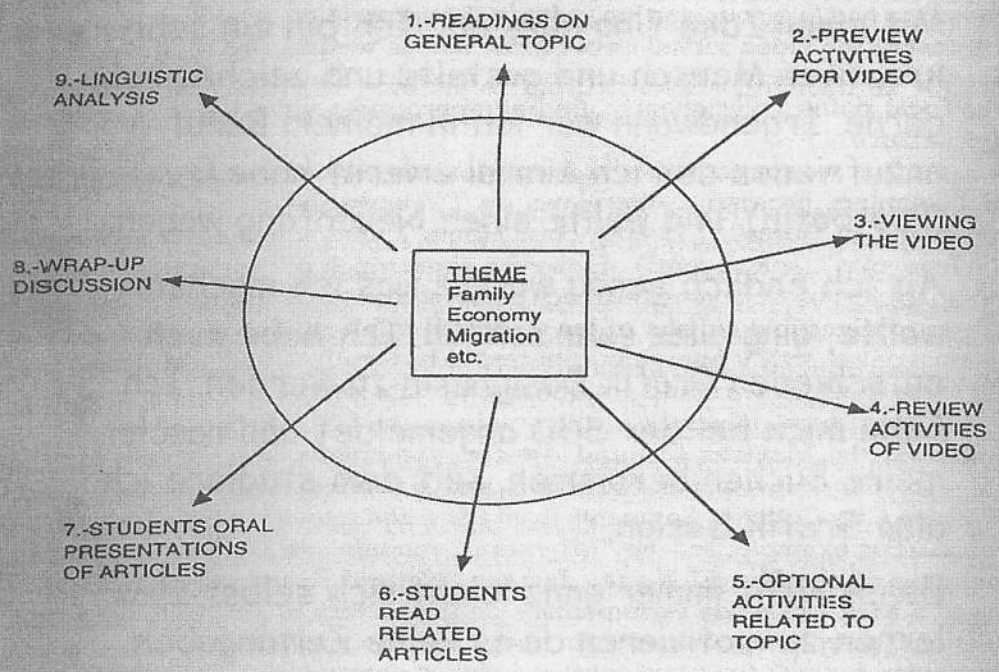


Fig. 1. Framework for sequencing of activities for each theme

Step 1: The student is given a packet of reading material for homework in order to "read into" the topic.

Step 2: The classroom activities begin with teacher-directed activities in preparation for the video, the most important exercise being a list of "key concepts" that present the main ideas or vocabulary in short sentences.

Step 3: The group views the video.

Step 4: The teacher directs activities as a review or analysis of the video.

Step 5: The teacher introduces other activities appropriate as follow-up to the video.

0738e-8

Appendix B

Step 6: The teacher gives each student a different article related to the content of the video. If the teacher does not have an article, she might tell the students to go to the library and find one that is pertinent to the topic. The students are given 20 to 30 minutes to prepare an oral presentation on their articles; teachers are available to coach, as needed. Students are encouraged to summarize and paraphrase.

Step 7: Each student gives an oral presentation of 4 to 5 minutes, using notes only. During the presentation the teacher takes notes of errors or problems for feedback later. If the students desire, they audiotape or videotape their presentations in order to critique their own performances.

Step 8: The teacher directs a wrap-up of the topic in the form of discussion, an informal debate, reviewing of the video, or viewing of a related video, depending on the topic, the students, and the materials available.

Step 9: The teacher leads a discussion of the linguistic problems observed in students' performance, addressing problems in phonology, morphology, syntax, vocabulary, or rhetorical style. The teacher takes whatever steps she thinks appropriate to help correct the problems, such as providing the students with written exercises on specific structures.

These nine steps represent the generic sequence for a CBI module. When translated into a class schedule, the sequence of activities became an eight-hour module, including approximately two hours of outside preparation and six hours of classroom work. Figure 2, on the next page, presents a chart of the generic eight-hour module with specific activities, materials, objectives, and timeframes.

0738e-9

Appendix C

asacción
concurso urbano

jardinería
sostenible

convocatoria para arquitectos
LAS PALMAS DE GRAN CANARIA
SANTA CRUZ DE TENERIFE

SEGUNDA
BIENAL DE CANARIAS
ARQUITECTURA ARTE Y PAISAJE

SECOND
BIENNIAL OF THE CANARY ISLANDS
ARCHITECTURE ART AND LANDSCAPE

01
ASOCIACIÓN
SOSTENIBILIDAD Y ARQUITECTURA

ASA es una Asociación de Arquitectos que pretende erigirse como tribuna de opinión social, cultural y política y como un recurso de conocimiento y experiencia en torno a la sostenibilidad de las arquitecturas. La asociación nace con el empeño de mostrar a la opinión pública como una arquitectura consciente y responsable puede contribuir a la consecución de los retos sostenibles. Estos fines se arbitran actuando mediante distintas herramientas que incluyen la organización de eventos que movilicen el compromiso institucional y social. Para ello, se presentan las ASACCIONES; actuaciones ligadas a arquitecturas efímeras concretadas en diferentes ciudades de la geografía española y que se formalizarán mediante concursos especialmente dirigidos a los jóvenes arquitectos y estudiantes de arquitectura.

02
IDEARIO DE LAS ASACCIONES

Las Asacciones son intervenciones en los medios urbanos realizadas por arquitectos con la convocatoria y el comisariado de ASA que buscan el fortalecimiento, en la opinión pública, del vínculo entre la Sostenibilidad, Arquitectos y todos los agentes relacionados con el sector de la construcción. Se trata de acciones que deben tener como espectadores fundamentales a no arquitectos y cuya primera función es de índole divulgativa o sensibilizadora por lo que la visibilidad debe ser un elemento presente y significativo.

Intentamos con estas acciones construir el soporte para la construcción de conocimiento colectivo basado en experiencias de las que participan arquitectos y no arquitectos. En este sentido, la segunda función de las ASACCIONES es que los agentes y asociaciones locales sensibilizados con la sostenibilidad se alien entre sí. Este objetivo es una necesidad inicial encaminada a una estructuración de futuros grupos de conocimiento, comunicación y diseño.

Se realizarán ASACCIONES en diferentes emplazamientos de la geografía española. Todas ellas operarán sobre cuestiones locales. ASA pretende aliarse con las instituciones para abordar problemáticas concretas, que siendo municipales o comarcales, tengan relevancia regional o nacional. Para cada ASACCIÓN se ha realizado una memoria adaptada a las condiciones del emplazamiento, buscando los recursos y las problemáticas que conviertan la acción en un evento significativo para la población local.

Más información en www.canalasa.es

0738e-10

Appendix D

Plants sample vocabulary list

ARBUSTOS

→ *Abelia chinensis* 'Edward Goucher' ... (*Abelia*)

→ *Abelia floribunda* ... (*Abelia*)

→ *Abelia x grandiflora* ... (*Abelia*)

→ *Abutilon megapotamicum* ... (*Abutilón*)

→ *Abutilon pictum* 'Thompsonni' ... (*Abutilón*)

→ *Abutilon x hybridum* ... (*Abutilón*)

→ *Beloperone guttata* ... (*Beloperone, Camarón*)

→ *Brugmansia arborea = Datura arborea* ... (*Árbol de las trompetas, Trompetero, Floripondio blanco*)

→ *Brugmansia sanguinea* ... (*Trompetero rojo*)

→ *Brugmansia x candida* ... (*Trompetero*)

→ *Callistemon citrinus* ... (*Limpiatubos*)

→ *Cassia corymbosa* ... (*Casia, Rama negra*)

→ *Cassia didymobotrya* ... (*Casia*)

0738e-11

→ *Cuphea hyssopifolia ... (Cufea, Falsa brecina)*

→ *Cuphea ignea ... (Planta del cigarro)*

→ *Duranta repens ... (Duranta, Flor celeste)*

→ *Escallonia rubra var. macrantha ... (Escalonia)*

→ *Euryops pectinatus ... (Margaritero gris)*

→ *Fuchsia hybrida ... (Fucsia, Pendientes reina)*

→ *Fuchsia magellanica ... (Fucsia)*

→ *Hebe speciosa ... (Hebe, Verónica)*

→ *Hebe x andersonii ... (Hebe anderson)*

→ *Hebe x franciscana ... (Hebe)*

→ *Heliotropium peruvianum ... (Heliotropo)*

→ *Hibiscus rosa-sinensis ... (Hibisco)*

→ *Justicia adhatoda = Justicia carnea ... (Justicia)*

→ *Lantana camara ... (Lantana, Bandera española)*

→ *Lantana sellowiana ... (Lantana rastrera)*

→ *Malvaviscus arboreus ... (Malvavisco)*

→ *Medicago arborea ... (Alfalfa arbórea)*

→ *Plumbago auriculata ... (Celestina, Plumbago)*

→ *Polygala myrtifolia ... (Poligala)*

→ *Rosa spp. ... (tipo Híbrido de Té y otros)*

→ *Rosmarinus officinalis ... (Romero)*

→ *Rosmarinus officinalis* 'Prostratus' *... (Romero rastrero)*

→ *Russelia equisetiformis ... (Ruselia)*

TREPADORAS

→ *Bignonia capensis ... (Tecomaria)*

→ *Bougainvillea spp. ... (Buganvilla, Santa Rita)*

→ *Solanum jasminoides ... (Falso Jazmín)*

→ *Thunbergia alata ... (Ojo de poeta, Tunbergia)*

→ *Thunbergia grandiflora ... (Tumbergia azul)*

0738e -13

VIVACES Y ANUALES

→ *Ageratum houstonianum ... (Agerato)*

→ *Alyssum maritimum ... (Aliso marítimo)*

→ *Arctotis x hybrida ... (Margarita africana)*

→ *Argyranthemum frutescens ... (Margaritón)*

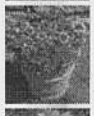
→ *Asclepias curassavica ... (Platanillo, Asclepias)*

→ *Asclepias tuberosa ... (Asclepias)*

→ *Begonia semperflorens ... (Begonia de flor)*

→ *Dimorphoteca aurantiaca ... (Caléndula Cabo)*

→ *Felicia amelloides = Agathea coelestis ... (Agatea, Felicia, Aster de África, Margarita azul)*


→ *Gaillardia aristata ... (Gallardia)*

→ *Gazania x hybrida ... (Gazania)*

→ *Geranium spp. ... (Geranio vivaz)*

→ *Impatiens walleriana ... (Alegría de la casa)*

→ *Lavandula dentata ... (Espliego de jardín)*

→ *Pelargonium peltatum ... (Gitanilla)*

0738e-14

→ *Pelargonium zonale ... (Geranio, Malvones)*

→ *Pentas lanceolata ... (Pentas)*

→ *Salvia microphylla = S. grahamii ..... (Salvia rosa)*

→ *Verbena hybrida ... (Verbena)*

http://articulos.infojardin.com/plantas/plantas.htm

0738e-15

Gardening tools sample vocabulary list

Podadora de mango largo - Esta podadora reduce un 35 por ciento el esfuerzo para cortar ramas de hasta 2 pulgadas de grosor.

Tijera para cercos - Para darle forma a los arbustos de tu cerco. La cuchilla larga permite llegar a lugares difíciles.

Podadora eléctrica de doble corte - Para los arbustos muy crecidos y podas preventivas o de recorte.

Micro podadora - Esta herramienta es muy útil para descabezar las flores y trabajar pequeños detalles de tus plantas.

Serrucho - Para una poda rápida de las ramas grandes de árboles pequeños. Asegúrate que la empuñadura sea cómoda y segura.

Podadora de árboles - Con un mango extensible para alcanzar cualquier rama y cabeza con cuchilla de 240 grados de corte.

Tijera podadora - Para cortar los brotes nuevos de hasta 5/8 de pulgadas. La empuñadura debe ser antideslizante.

Podadora a gasolina - Con ella alcanzarás ramas de12 pies de alto. Tiene un ajustador de hombro que la hace fácil de operar.

Para cavar y limpiar

Pala eléctrica - Funciona como una aspiradora que levanta suciedades pequeñas y hojas del jardín, patio y terrazas.

Pala de mango largo - Para cavar pozos más profundos o para simplemente levantar hojas y escombros en grandes cantidades.

Rastrillo de mango largo - Usa esta herramienta para arrastrar y levantar las hojas y el pasto seco sin dañar el césped.

0738e-16

Rastrillo - Para trabajos más duros como mover la tierra superficial a la hora de plantar y también sacar el pedregullo.

Tenedor de mango largo - Usa esta herramienta para levantar el pasto seco, las ramas o las hojas más grandes de tu jardín.

Asiento con apoyo para las rodillas - Para cavar pozos pequeños y plantar usa un cómodo asiento que protege tus rodillas.

Para el césped

Bordeadora - Haz cortes perfectos en tu césped y marca canteros y pasos. La guías con la mano y presionas con el pie.

Cortadora de tracción - Es bueno tener a mano una cortadora resistente y que no usa electricidad. Mantenla bien afilada.

Cortadora eléctrica - Hay máquinas con más funciones como almacenar el corte y distribuir abono. Fíjate en la seguridad.

Bordeadora eléctrica - Recorta el césped donde no pasa la cortadora. Cuida no dañar las plantas y troncos con la tanza.

Tractor - Para los patios grandes. Los hay de todos los tamaños, potencias y precios. Chequea bien el tema de seguridad.

Rodillo - Con este pesado rodillo podrás alisar el terreno antes de plantar el césped.

Otras herramientas

Manguera - Aunque tengas riego por aspersión, siempre es útil una manguera. Cuídala del sol y las pinchaduras.

Carretilla - Hay de todos los tamaños y diseños. Será tu aliada para cargar no solo tierra, también plantas y herramientas.

0738e-17

Regadora - Para no desperdiciar agua con la manguera. Tenla a mano a la hora de plantar o regar las plantas de macetas.

Plantador de bulbos - Planta rápido y fácilmente los bulbos en la profundidad correcta con esta herramienta.

Aspiradora y trituradora - Para deshacerte de los restos de tu jardín. Esta máquina puede convertirse también en sopladora.

Sopladora - Estas máquinas lanzan aire a 200 millas por hora. No es muy recomendable para los alérgicos.

Removedor de tierra - Ablanda la tierra para dejarla lista para la semilla. Sirve también para airear el jardín compactado.

Carretilla de tela - Se adapta a cualquier carga. Especial para trasladar plantas, árboles y arbustos grandes sin dañarlos.

Balde porta todo - Acarrea las plantas, agua o tierra. Con bolsillos para herramientas, el celular y la botella de agua.

Carretilla de gran capacidad - Para acarrear cajones, bolsas de tierra, ladrillos o grandes plantas con poco esfuerzo.

Banquillo - A la hora de plantar o cavar, no recargues tus rodillas. Usa este cómodo banquillo de trabajo.

Sierra mecánica - Ningún tronco o rama es demasiado grande para estas máquinas. Chequea las funciones de seguridad.

http://elorientalpr.net/hogar/herramientas-para-el-jard%C3%ADn

07380-18

Drafting and design tools sample vocabulary list

MESA - TABLERO: Es donde se realiza la representación gráfica, tiene que ser de una superficie completamente lisa, puede ser de madera o de lamina, plástico o algún otro material liso. La mesa tiene unos sostenes que permiten la inclinación de la misma parta mayor comodidad. Es importante la iluminación pues debe quedar de derecha a izquierda y del frente hacia atrás para no producir sombras. También puede ser un tablero de trabajo independiente y el borde de trabajo debe ser recto y se puede comprobar con una regla de acero.

REGLA: Es una regla con una cabeza en uno de los extremos. Cuando se utiliza debe mantenerse la cabeza del instrumento en forma firme contra el canto del tablero para asegurarse de que las líneas que se dibujen sean paralelas, asimismo sirve de apoyo a las, escuadras para trazar ángulo. De ser de madera hay que asegurarse de que su hoja quede perfectamente recta.

ESCUADRAS: Las más comunes que se usan son de 60, 30 y la de *45,* estas se usan junto con la regla T o regla paralela cuando se dibujan líneas verticales o inclinadas. También son llamados cartabones y se hacen de celuloide transparente o de otros materiales plásticos.

LA ESCLA O ESCALÍMETRO: Las escalas están referidas normalmente al metro, siendo la más usadas: Esc. 1:100, Esc. 1:75, Esc. 1:50, Esc. 1: 20. Las escalas se usan para medir, es muy importante que los dibujantes sean precisos con la escala. La escala empleada debe indicarse en la tira o cuadro para él titulo. Los escalímetros son reglas métricas graduadas en centímetros y milímetros. Tiene forma piramidal y cuenta con dos escalas diferentes.

EL COMPÁS: Este instrumento sirve para dibujar circunferencias y arcos. Consta de dos brazos, en uno se encuentra la punta y en el otro una puntilla o mina que gira teniendo como centro el brazo con la punta. El compás provisto de muelle con tornillo de ajuste central se usa cada vez más; por la rigidez con que mantiene su abertura.

Para los arcos y circunferencias grandes los dibujantes utilizan el compás de barra. En algunos de ellos la parte inferior de un brazo es desprendible y sé proporciona dos accesorio: Uno para la mina y otro para dibujar a tinta.

LÁPICES DE DIBUJO: Para dibujar es necesario utilizar lápices con minas especiales, esto se gradúa por números y letras de acuerdo a la dureza de la mina. Un lápiz duro pinta líneas más suaves que un lápiz blando a igualdad de presión. Es el instrumento básico para la representación.

PLANTILLAS: Se usan para dibujar formas estándares cuadradas, hexagonales, triangulares y elípticas. Estas se usan para ahorrar tiempo y para mayor exactitud en el dibujo.

0738e-19

***PLANTILLAS PARA BORRAR**:* Estas son piezas metálicas delgadas que tienen varias aberturas que permiten borrar detalles pequeños sin tocar lo que ha de quedar en el dibujo. Para borrar se utilizan gomas, las más recomendables son los llamados goma lápiz que existen en el mercado actual.

CURVAS IRREGULARES: Los contornos de estas se basan en varias combinaciones de elipse, espirales y otras curvas matemáticas. Estas se utilizan para dibujar líneas curvas en la que su radio de curvatura no es constante, estas son llamadas también pistola de curva o curvígrafo.

AFILADOR: Después de haber cortado la madera de un lápiz con una navaja o sacapuntas mecánico, se debe afinar la barra de grafito del lápiz y darle una larga punta cónica.

GOMA DE BORRAR: La goma de borrar blanda o de artista, que llaman de leche y de Nysón, es útil para limpiar el papel o la tela de los marcos y suciedades dejados por los dedos que perjudican el aspecto del dibujo terminado. También existe la borra pulverizada que es para ulteriores desmanes con el sudor el grafito dejado sin intención.

TINTA PARA DIBUJO: La tinta para dibujo es un polvo de carbón finamente dividido, en suspensión, con un agregado de goma natural o sintética para impedir que la mezcla se corra fácilmente con el agua.

Las normas para los dibujos facilitan al arquitecto su ordenación en el despacho y en el taller para loas consult5as y remisiones.

TELA PARA CALCAR O PAPEL TELA: Se usa una tela finamente tejida y recubierta por un almidón especial o para plástico; para hacer dibujos ya sea a lápiz o a tinta.

http://html.rincondelvago.com/dibujo-tecnico_3.html

07 38e -20

Appendix E

Syllabus

Paisajismo: horticultura y jardinería

Instructor:
Office location:
Office phone:
Office hours:
Email:

Introduction: This is a content based instruction course in landscaping design which will be conducted in Spanish. This course is designed to expand the knowledge base of Spanish language learners on the subject of landscaping, horticulture and gardening. All course materials will be presented in the Spanish. This is a simulation based course the classroom will become our landscape design company headquarters. You will assume the role of a landscape architect or horticulturist. Once you have chosen your job title you will be paired with a partner opposite your job title. Once you are paired you will be divided into four design teams. Each design team will develop a proposal for a client which will be presented at the conclusion of our ten week simulation. By continuing in this course beyond the first day, you agree to this structure in order to meet the goals of the course.

danger: students lose a partner, or don't get along

Course Objective: The course objective is to provide an atmosphere where language learning takes place in a non-traditional setting where the focus is on the subject matter and language acquisition happens naturally through the mastery of new skills and knowledge.

Participation: Active participation is required. You need to come to work prepared which means you will have reviewed necessary materials completed any out of office work and is willing to interact and input ideas and information pertaining to the task at hand.

Attendance: Attendance is vital to the success of each design team. You will be allowed two personal days during the ten weeks. If absences exceed that allowed for each employee, their quarterly evaluation will be negatively affected. The only exceptions are absences due to illness verified by a physician.

Good - you reinforce the C of CBI

Texts: There are no required texts for this course. The reading materials will be provided by your instructor at each meeting. In addition to the reading materials provided by your instructor you will be encouraged to contribute any other materials that will help your design team in achieve your goal.

Quarterly Evaluation: Your grade for the course will be based on criteria based on the notion of a quarterly evaluation. Detailed information about quarterly evaluations is provided on page 3 of the syllabus.

0738e-21

Course Schedule

Week 1
Theme: Introduction and team formation

Week 2
Theme: Design orientation

Week 3
Theme: Drafting orientation

Week 4
Theme: Horticulture orientation

Week 5
Theme: Gardening orientation

Week 6
Theme: Design project orientation

Week 7
Theme: Plant research
Due: List of materials needed

Week 8
Theme: Designing and drafting
Due: Projected budget

Week 9
Theme: Proposal finalization
Due: Proposal draft

Week 10
Theme: Presentation preparation
Due: Written proposals

Week 11
Theme: Team presentations

0738e-22

Quarterly Evaluations

	Global	Attendance & Participation (30%)	Language (25%)	Design Proposal (45%)
10	The employee has demonstrated the ability work in a team setting to design a landscape project. Has met all deadlines in a timely manner. Has demonstrated the ability to carry out the responsibilities of their job description.	The employee did not miss more than two work meetings. Came to work prepared having completed readings and assignments actively participated in discussions.	The employee demonstrated the ability communicate effectively in discussions. Was able to discuss course content. Was familiarized with the vocabulary. Was able to express concepts and ideas.	The employee actively worked to meet the team's goal. The work they provided for the project was well developed. The actively participated in the preparation of the team's presentation. Their team met the guidelines for the design proposal and presentation.
8	The employee is able to work in a team setting but needs continuous input in order to complete the landscape project. Meets deadlines most of the time. Is able to complete the majority of their job duties.	The employee missed 3 work meetings. Was usually prepared for meetings. Completed the majority of readings and assignments. Usually participated in discussions.	The employee struggled to participate in discussions. Was somewhat knowledgeable on course content. Was familiarized with the majority of the vocabulary was somewhat able to express concepts and ideas.	The employee relied on team members to meet the project goal. The work they provided for the project needed to be revised by team members. The team struggled to meet the guidelines for their design proposal and presentation because of the employee's lack of participation.
6	The employee relied on their team members to carry out the tasks to complete a design project. Continuously struggled to meet deadlines. Did not demonstrate the ability to complete the majority of the duties for their job description.	The employee had 1-2 unexcused absences. Did not always complete readings and assignments. Struggled to participate in discussions.	The employee rarely participated in discussions. Was not familiar with course content. Was not familiarized with the vocabulary. Was not able to express concepts and ideas consistently.	The employee relied on team members to complete their work in order to meat the team's goal. They rarely participated in the preparation of the team's presentation. The team did not meet the guidelines for the proposal and presentation due to the employee's lack of involvement.
4	The employee did not meet the expectations.	The employee had more than 2 unexcused absences. Rarely completed readings and assignments. Rarely participated in discussions.	The employee failed to meet the language goals to work actively and efficiently.	The employee did not achieve the goal of the project.

0738e-23

Appendix F

Outline for the design orientation

This discussion will be conducted in L2 the register will be appropriate to the level of the learners. The learners will receive hand outs to follow along with footnotes on new terminology.

1. Climate

- Climate conditions for the area.
- Observing the vegetation in surround Gardens.
- Three main climate factors: Temperature, wind and rainfall.

2. Land characteristics

- Flat areas versus down grades.
- Soil texture and type.
- The eight characteristics to consider.

3. Layout

- Creating design areas within the garden.
- Balance in design.
- Color coordination.

4. Drawing to scale

- Creating a blue print of the design.
- Scale representation.
- Coding.

0738e-24

Appendix G

This is an example of a sample reading.

Características del terreno

Entre los elementos más importantes e imprescindibles para que las plantas vivan y se desarrollen se encuentran el suelo, o la tierra, y los abonos. Del primero depende que las plantas encuentren la sujeción, el agua y el alimento que necesitan y es, además, donde se desarrolla la raíz. No todas las tierras son igualmente aptas ni reúnen los elementos necesarios o suficientes para realizar con éxito las labores de jardinería. Dependiendo de lo que se quiera cultivar, habrá que tener en cuenta tanto las características del terreno como los nutrientes que aportan los abonos.

Factores del suelo

Cada terreno tiene determinadas características físicas y químicas que hay que tener en cuenta antes de cultivarlo.

Tempero

Se denomina así al grado óptimo de humedad que necesita el suelo para la realización de las labores en el jardín. Cuando la tierra no tiene la humedad suficiente, tanto la siembra como el desarrollo de las plantas se hacen más lentos y difíciles.

pH

Indica la acidez o alcalinidad del suelo, factor éste muy importante, pues limita el uso de ciertas plantas. El valor neutro es el 7. Las cantidades inferiores indican acidez y las superiores, alcalinidad. Una tierra muy ácida retiene poco los nutrientes, mientras que un terreno alcalino asimila mal el hierro, mineral fundamental para la fotosíntesis.

Textura

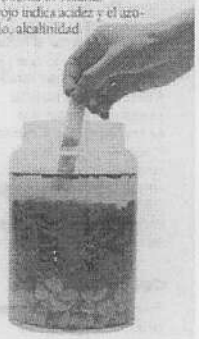
Aunque a simple vista en el suelo sólo se distingue lo que se viene a llamar 'tierra', además de piedras o piedrecitas esa tierra está formada por partículas de distintos tamaños que le confieren su textura. La parte más visible, granulada, gruesa o fina, se llama arena; y otra parte menos visible y muy fina está compuesta por arcilla y limo. Dependiendo de la proporción entre sus componentes, el suelo será más arenoso, con mayor permeabilidad, una buena aireación y poco fértil, o más arcilloso, con menor permeabilidad, difícil de labrar y rico en sustancias nutritivas.

Estructura

Los suelos con una buena estructura tienen las partículas (arena, limo y arcilla) unidas de tal forma que permiten una óptima aireación del suelo, así como una buena retención y circulación del agua. Los mejores suelos son los que tienen grumos que no se deshacen por la acción de la lluvia ni del laboreo continuado.

Es importante conocer las características del suelo para lograr un adecuado crecimiento de la planta

Trucos y consejos

Método para saber el pH del suelo

En un frasco de cristal se echa una muestra pulverizada de tierra del jardín y dos partes de agua destilada (pH neutro); a continuación se agita. Cuando se ha estabilizado la mezcla, se sumerge una tira de papel de tornasol (de venta en farmacias) y se observa el color resultante al secarla: el rojo indica acidez y el azulado, alcalinidad.