

LAC Best Practices workshop 2005
The LAC Timeline: Materials Selection
Marcela González Rivas

UNC-CH LAC Instructor, Spring 2004 and Spring 2005 (INTS 77)

- Keep in mind that LAC discussion sections **serve two purposes**:
 - First, they act as a way to improve the discussion abilities of the students in a foreign language
 - Second, they act as the discussion section for the course itself
- DON'T FORGET these two purposes because: students will want to discuss the material of the main course and not just the foreign language material.
- THEREFORE THE IDEAL reading will be a reading in a foreign language that helps **illuminate the basic course readings** and **provides a framework** for discussion for the issues of the week in the course
- TO START putting together materials, it is essential to look at the syllabus and understand not only the overall **course objectives** but also **the themes** of each week's readings. If the course materials are not already familiar to you, read them and contact the professor if necessary to understand the main message of each of the readings.
- Then identify foreign language readings that are related to the general course readings. Ex:
 - Commentary or notes/articles in the foreign language on the main readings (like Carlos Fuentes' response to Huntington)
 - Current articles on the same topic in academic magazines or journals.
 - There is a great website that lists some academic journals by country:
<http://lanic.utexas.edu/la/region/journals/indexesp.html>
 - LAC course websites from previous semesters offer a wealth of resources (check not just the same class, but other courses as well)
 - Newspaper articles that report on related current events
 - Sometimes the authors of the course readings have written materials in other languages on related topics (like Abu Lughod's article on terrorism in Spanish)
 - Older readings you have read before (in your undergrad courses)
- The materials you select should support the objectives of the main course by helping students to better understand the course readings and providing an opportunity to learn through collaborative discussion.