

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-49a.	app 1/18/11	App-2/22/11

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Department of Spanish	Phone 724/357-6452/2325

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)		
<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input checked="" type="checkbox"/> Course Revision	<input checked="" type="checkbox"/> Course Number and/or Title Change	<input checked="" type="checkbox"/> Catalog Description Change
SPAN 220 Intermediate Spanish Conversation and Grammar		SPAN 220 Intermediate Spanish Conversation
<i>Current Course prefix, number and full title</i>		<i>Proposed course prefix, number and full title, if changing</i>
2. Additional Course Designations: check if appropriate		
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)	
<input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals		
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> Other
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track	<input type="checkbox"/> Catalog Description Change
<input type="checkbox"/> Program Revision		
<i>Current program name</i>		<i>Proposed program name, if changing</i>
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Marieta Ryan-Sams</i>	10-12-10
Department Chair(s)	<i>Sean McDaniel</i>	10-12-10
College Curriculum Committee Chair	<i>Lee C. Fr...</i>	10-20-10
College Dean	<i>Ann</i>	10-20-10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	<i>Joseph Domarache TECC</i>	11-30-10
	<i>Mary Ann Rafferty</i>	12-1-10
UWUCC Co-Chairs	<i>Gail Sedquist</i>	1/18/11

* where applicable

Liberal Studies

DEC 3 2010

Received

Part II. Description of the Curriculum Change

1. New Syllabus of Record

I. Catalog Description

SPAN 220 Intermediate Spanish Conversation

3 class hours
0 lab hours
3 credits
(3c-0l-3cr)

Prerequisites: SPAN 201 or equivalent

Intensive work on oral communication skills with emphasis on spontaneous interpersonal speaking, discourse strategies, vocabulary building, and pronunciation. Required for all majors and minors. (Offered as SPAN 221 prior to 2004-05)

II. Course Outcomes

Students will be able to

1. Initiate and close conversations in formal and informal contexts.
2. Converse spontaneously with others in familiar contexts, using appropriate discourse strategies for self-expression and negotiation of meaning (interpersonal speaking).
3. Speak using complex sentences and short paragraphs.
4. Speak with pronunciation that is comprehensible to the instructor, classmates, and native speakers accustomed to interacting with second language learners.
5. Speak extemporaneously on a pre-assigned topic to an audience of peers (presentational speaking).
6. Demonstrate comprehension of main ideas and specific details of authentic texts (e.g., recorded conversations, video programs, news broadcasts, talk shows) and use these texts as the basis for conversation (interpretive listening, reading, viewing).
7. Converse in the interpersonal and presentational modes using a variety of vocabulary and expressions appropriate to topics being discussed and/or presented.
8. Narrate and describe in present, past, and future time frames.
9. Express wishes, advice, complaints, commands, and reactions.
10. Express and support an opinion on topics and themes being explored.
11. Discuss cultural practices, products, and perspectives of the Spanish-speaking world on topics such as forms of address, school and academic systems, and health and medical care.

III. Course Outline*

- A. Introduction to Conversational Strategies (3 hours)
Nonverbal communication (cultural differences)
Getting your foot in the door, responding to other speakers, keeping the floor, encouraging others to participate in conversation
Interpretive listening and/or viewing
- B. Initiating and Closing Conversations (3 hours)
Introductions, opening and closing conversations
Meeting new friends
Cultural differences in forms of address (tú, vos, usted, vosotros)
Interpretive listening and/or viewing
- C. Initiating and Building Topics (6 hours)
Managing a conversation
Discussing academic schedules, registration, university life, study abroad
Discussing cultural differences in academic systems
Expressing opinions
Interpretive listening and/or viewing
- D. Description and Circumlocution (7 hours)
Describing people, places, things in detail
Giving and following instructions/directions
Explaining by circumlocuting
Interpretive listening and/or viewing
- Midterm Exam (1 hour)
- E. Recounting Events, Listening to Anecdotes (10 hours)
Telling stories in the past
Describing current/historical/cultural events in the past
Commenting on stories being heard in conversation (e.g., demonstrating interest, asking for clarification, requesting additional details, expressing and supporting an opinion)
Interpretive listening and/or viewing
- F. Giving and Receiving Advice (8 hours)
Describing medical symptoms and illnesses
Discussing medical care in Spanish-speaking customs (including la farmacia, curanderos, and other cultural products, practices and perspectives)
Requesting advice and responding to advice received
Giving advice in a variety of contexts
Interpretive listening and/or viewing

Oral Presentations (4 hours)

Final Exam: 2 hours (includes interpretive listening and viewing)

Final Oral Performance: Students will meet individually with the professor during times assigned outside of class time during the final week of classes. This final is an assessment of interactive, interpersonal oral communication.

***Note:** The topics include review/practice of grammatical structures, depending on the needs of students. These structures include, but are not limited to, present tense, future tense, preterite and imperfect tenses, present and imperfect subjunctive mood, conditional tense; formal and informal forms of address; relative pronouns; formal and informal commands; indirect discourse; clauses with *si*.

IV. Evaluation Methods

The final grade will be determined as follows:

- 15% Oral Presentation. Students will narrate a story in the past. Students will be evaluated on these aspects of oral communication: evidence of preparation, length of presentation, comprehensibility, vocabulary usage, grammatical accuracy, and fluency.
- 15% Final Oral Performance. This individual oral interview will evaluate the functional ability, interactional competence, grammatical accuracy and fluency (“Key Assessment”: rubric on departmental website). This interview is an assessment of interactive, interpersonal oral communication.
- 15% Midterm Exam: It will evaluate knowledge of grammar and vocabulary, functional ability in Spanish, and listening comprehension.
- 20% Class Participation. It will measure students' readiness to participate in class activities according to: their effort in speaking Spanish spontaneously, the accuracy of their language, their listening skill, their willingness to cooperate with peers on tasks, and evidence of preparation for class; may include individual grades on leading class discussions.
- 10% Homework: Grades earned on homework assignments from both text programs.
- 15% Quizzes. To check students' work outside of class and preparation for class discussions (vocabulary, listening comprehension, video episodes).
- 10% Final Exam (written). It will focus on listening comprehension and the grammatical concepts covered during the semester.

STUDENT OUTCOMES ASSESSMENT MATRIX: SPAN 220

COE-ET Conceptual Framework Component	ACTFL/NCATE Program Standards	Spanish Educ. Program Competencies	Course Objectives	Course Assessment Technique Measuring Objectives*
1.a.	1.a.	3	1	Formative Activity**; Final Oral Performance
1.a.	1.a.	3, 5	2	Formative Activity; Final Oral Performance
1.a.	1.a.	3, 5	3	Formative Activity, Oral Presentation; Final Oral Performance
1.a.	1.a.	3, 5	4	Formative Activity, Oral Presentation; Final Oral Performance
1.a.	1.a.	3	5	Oral Presentation
1.a.	1.a.	3, 9, 14	6	Formative Activity, Midterm & Final Exams
1.a.	1.a.	3, 5, 6	7	Formative Activity; Final Oral Performance
1.a.	1.a.	3, 7	8	Formative Activity; Oral Presentation; Final Oral Performance & Final Exam
1.a.	1.a.	3, 7	9	Formative Activity; Final Oral Performance & Final Exam
1.a.	1.a.	3, 5, 6, 7	10	Formative Activity; Final Oral Performance
1.a.	1.a.	3, 11	11	Formative Activity; Midterm & Final Exams

**Assessment that appears in bold is designated for mean and score range aggregated reporting.*

***Formative activities include role plays, interactive tasks, and conversations.*

V. Grading Scale

Grading Scale: A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: Below 60%

VI. Attendance Policy

The number of allowable UNEXCUSED ABSENCES in SPAN 220 is THREE. Absences may be excused only for (1) extended illness or emergency [Note: In cases of illness, a receipt from the Health Center will be accepted if the absence is for one day only. When the absence occurs for two or more consecutive days, a note from a physician is required—either a notation on the Health Center form or a separate letter—stating the number of days that the student was supposed to miss. In either case, the student must present the Health Center receipt or physician note on the day the student returns to class or else the receipt/note will not be accepted.], and (2) University-sponsored, educational activities [Note: Written verification of each activity is required prior to the class absence.] All excused absences must be documented. Documentation must be presented to the professor according to the timeline outlined above in order for the absence to be excused.

Please note: The Spanish Dept. attendance policy states that for each unexcused absence after the THIRD class, 2% points will be subtracted from the final grade.

VII. Required Textbooks, Supplemental Books and Readings

1. Chastain, K., & Guntermann, G. (2004). *¡Imagínate!* (3rd ed.). Boston, MA: Thomson Heinle Publishers. Note: This text comes with a CD, which is mandatory.
2. VanPatten, B., Lesser, M. J., & Keating, G. D. (2005). *Student viewer's guide to accompany Sol y viento*. New York: McGraw Hill. Note: The accompanying DVD is mandatory.

VIII. Special Resource Requirements

Each student will be expected to provide supplies needed for the oral presentation (such as visuals, objects, computer flash drive).

IX. Bibliography

American Council on the Teaching of Foreign Languages. *ACTFL proficiency guidelines—speaking*. (1999). Yonkers, NY: The American Council on the Teaching of Foreign Languages.

American Council on the Teaching of Foreign Languages. (2001). *ACTFL Proficiency Guidelines—Writing*. Yonkers, NY: Author.

Atkinson, D., Churchill, E., Nishino, T., & Okada, H. (2007). Alignment and interaction in a sociocognitive approach to second language acquisition. *The Modern Language Journal*, 91, 169-188.

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- Liebscher, G., & Dailey-O'Cain, J. (2003). Conversational repair as a role-defining mechanism in classroom interaction. *The Modern Language Journal*, 87, 375-390.
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2. Summary of proposed revisions: This course is being changed from “Intermediate Spanish Conversation and Grammar” to “Intermediate Spanish Conversation.” Some of the course objectives and course topics have been changed in order to reflect an emphasis on interpersonal, interactive speaking. The assessment matrix has been changed to reflect new objectives and the use of one key assessment, the Final Oral Performance, for KARS reporting. The catalog description has also been modified slightly.

3. Justification/rationale for the revision: The Department of Spanish wants the primary focus of this course to be on the development of interactive speaking skills and not on the review of grammatical structures. Students take SPAN 220 after having already learned grammatical structures in SPAN 101, 102, and 201, and they need to practice these structures in meaningful communication so that they are acquired. Grammar in SPAN 220 will be interwoven within topics according to the needs of students in the class, and each instructor will determine the degree of review and attention to grammar that might be necessary in order to achieve course objectives. Because extensive time on task is needed to develop oral proficiency in Spanish (i.e., interpersonal speaking ability), the course is being modified to reflect this focus.

4. The Old Syllabus of Record

I. CATALOG DESCRIPTION

SPAN 220: Intermediate Spanish Conversation and Grammar

3c-01-3cr

Prerequisite: SPAN 201 or equivalent.

Intensive work on oral communication skills with emphasis on vocabulary building, pronunciation, discourse strategies and grammar review. (Offered as SPAN 221 prior to 2004-05)

II. COURSE OBJECTIVES

Students will be able to:

1. Speak using complex sentences and short paragraphs and with pronunciation that is comprehensible to the instructor, classmates, and native speakers.
2. Speak extemporaneously (referring to notes periodically only) and with some detail, on a pre-assigned topic and to respond to unrehearsed questions relevant to the topic.
3. Demonstrate an understanding of messages communicated orally by the instructor, by classmates, and by native speakers, as well as by electronic means.
4. Demonstrate comprehension of main ideas and specific details of authentic audio/video segments dealing with a variety of familiar topics and cultural perspectives.
5. Use a variety of words and expressions appropriate to topics being discussed and/or presented.
6. Narrate and describe in past, present, and future time with a high degree of grammatical accuracy in terms of verb tense and aspect.
7. Express wishes, complaints, commands, and reactions, using appropriate forms of the subjunctive mood.
8. Deal with situations with minor complications.
9. Express and support an opinion and engage in debate on topics and themes being explored.
10. Use a variety of discourse strategies in order to negotiate meaning with others.
11. Demonstrate an understanding of Hispanic cultures through discussion of products, practices, and perspectives and comparisons to their native cultures.

III. STUDENT OUTCOMES ASSESSMENT MATRIX

COE-ET Conceptual Framework Component	ACTFL/NCATE Program Standards	Spanish Educ. Program Competencies	Course Objectives	Course Assessment Technique Measuring Objectives
1.a.	1.a.	3	1	Formative Activity Final Oral Exam
1.a.	1.a.	3, 9, 10, 14	2	Formative Activity *Oral Presentation
1.a.	1.a.	9	3	Formative Activity
1.a.	1.a.	9	4	Formative Activity Midterm & Final Exams
1.a.	1.a.	3, 6, 8, 10	5	Formative Activity
1.a.	1.a.	3, 4, 7, 8, 10	6	Formative Activity *Final Oral Exam
1.a.	1.a.	3, 4, 5, 6, 8, 10	7	Formative Activity Final Oral & Written Exam
1.a.	1.a.	3, 4, 5, 8, 10	8	Formative Activity Final Oral & Written Exams
1.a.	1.a.	3, 4, 5, 8, 10, 13, 14	9	Formative Activity Final Oral & Written Exams
1.a.	1.a.	3, 4, 5, 8	10	Formative Activity Final Oral Exam
1.a.	2.a.	11	11	Formative Activity Final Oral & Written Exam

****Indicates assessments designated for mean and score range aggregated reporting.***

IV. COURSE OUTLINE

- A. Introduction to Conversational Strategies. (1 week)
Parts of Speech
- B. Initiating and Closing Conversations (1 week)
Present and Future, Comparisons
- C. Initiating and Building Topics (1 week)
"To Be" and Reflexives
- D. Description and Circumlocution (1 week)
Past Tenses
- E. Oral Reports (1 week)
- F. Requesting and Providing Information (1 week)
Perfect Tenses
- G. Planning and Organizing (1 week)
Written Grammar Exam
- H. Recounting Events, Listening to Anecdotes (1 week)
Subjunctive and Imperative
Oral Exam
- I. Managing Wishes and Complaints (1 week)
Past Subjunctive
- J. Giving and Receiving Advice (1 week)
Passive Voice
- K. Expressing and Reacting to Feelings (1 week)
Prepositions
- L. Oral Reports (1 week)
- M. Expressing and Responding to Opinions (1 week)
Gerund and Relative Clauses
- N. Arguing and Fighting Back (1 week)

Final Examination

V. EVALUATION METHODS

The final grade for the course will be determined as follows:

- 20% Oral Reports (10% each). To be given on specific assignments. Students will be evaluated on these aspects of oral communication: use of appropriate vocabulary, appropriate grammatical structures, pronunciation, and fluency.
- 20% Oral Exam. It will evaluate the functional ability, interactional competence, grammatical accuracy and fluency.

- 15% Mid-Term Exam: Grammar and Listening Comprehension.
- 20% Class Participation. It will measure the students' readiness and participation in the activities of the class.
- 25% Final Examination (written and oral). It will cover the vocabulary, expressions, listening comprehension, and the grammatical concepts covered during the semester.

Grading Scale: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 0-59

VI. ATTENDANCE POLICY

Attendance is required. Students are allowed three unexcused absences during the semester. Absences may be excused only for 1) illness with documentation, 2) emergency (documentation may be required), and 3) university-sponsored educational activities.

VII. REQUIRED TEXTBOOK

Chastain, K. C., & Guntermann, G. (2004). *Imagine!* Boston, MA: Thomson Heinle. Grammar Review Textbook.

VIII. BIBLIOGRAPHY

Adair-Hauck, B. (1996). Practical whole language strategies for secondary and university level FL learners. *Foreign Language Annals*, 29, 253-270.

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Part III. Letters of Support: N/A.