

LSC Use Only Proposal No:  
LSC Action-Date:

UWUCC Use Only Proposal No: 13-131  
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Senate Action Date: App-2/25/14

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit: Foreign Languages	Phone: 7-5596 (Huhn), 7-2325 (Ryan-Sams)

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

1. Course Proposals (check all that apply)

New Course                       Course Prefix Change                       Course Deletion

Course Revision                       Course Number and/or Title Change                       Catalog Description Change

Current course prefix, number and full title: SPAN 101 Elementary Spanish I

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Intensive (include W cover sheet)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship                       Information Literacy                       Oral Communication

Quantitative Reasoning                       Scientific Literacy                       Technological Literacy

3. Other Designations, as appropriate

Honors College Course                       Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change     Program Revision     Program Title Change                       New Track

New Degree Program                       New Minor Program     Liberal Studies Requirement Changes     Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	Marveta Ryan-Sams	12-9-13
Department Chairperson(s)	Christina Huhn	12-9-13
College Curriculum Committee Chair	Michelle K. Popstkie	1-29-14
College Dean	A. Am	1/29/14
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	Gail S. Schiist	2/11/14

Received

JAN 30 2014

Liberal Studies

**PART II: Description of Curriculum Change**  
**Item 1: SPANISH 101 – NEW SYLLABUS OF RECORD**

**I. Catalog Description**

SPAN 101 Elementary Spanish I

4c-01-4cr

For beginning students. The primary emphasis is on aural/oral skills. Students learn to converse and ask questions in simple present time and become acquainted with location of Hispanic populations and elements of their daily lives. Attendance is required. Students may not register for or take a D/F repeat in SPAN 101 when credit has already been received for a higher-numbered SPAN course.

**II. Course Outcomes**

At the completion of Spanish 101, students will be able to...

1. identify main ideas or significant information from spoken or recorded Spanish;
2. speak Spanish with accurate pronunciation so as to be understood by a native speaker used to dealing with second-language learners;
3. communicate effectively in uncomplicated everyday situations using any of the three modes (interpersonal, interpretive, and presentational) in the following ways:
  - a) ask questions to obtain information about persons, places, and things in one's immediate world;
  - b) give autobiographical information, such as name, origin, nationality, age, address, phone number.
  - c) obtain biographical information about others by asking questions about name, age, origin, etc.
  - d) identify and describe oneself and others, including family members, friends, roommates, classmates, giving descriptions of appearance and personality.
  - e) list daily activities;
  - f) express preferences, communicate what one likes and dislikes;
  - g) use numbers to give and understand information about oneself and others (e.g., age, address, phone numbers, population)
4. communicate effectively in simple written forms: words, phrases and short sentences;
5. recognize the relationships among selected products, practices, and perspectives of the cultures studied;
6. compare and contrast selected aspects of the cultures studied with their own culture.

### III. Course Outline (56 class hours)

Each unit includes homework assignments, in-class activities, quizzes, and a unit exam. All outcomes may be goals for all units. (Note: This is a sample outline that reflects the basic content of the course. The Spanish professors will decide as a group on the themes of the units, and professors may decide individually on specific cultural topics.)

#### Unit 1: Symbols of identity (13 hours)

- Vocabulary: Greetings, alphabet, numbers, origin and nationality, descriptions
- Grammar: Subject pronouns, the verb *ser* (to be), negation, gender and number agreement
- Communicative skills emphasized in this unit: greeting others in Spanish; giving simple descriptions of self and others; giving autobiographical information such as name, origin, and nationality
- Culture: Hispanics in the United States, diversity among Hispanics

#### Unit 2: Life in the university (13 hours)

- Vocabulary: people, places, and things in the classroom; university studies; days of the week; times and schedules; questions for a typical student; location words
- Grammar: regular –ar, -er, and -ir verbs; possessive adjectives; formulation of questions; the verb *gustar* (to be pleasing to someone)
- Communicative skills emphasized in this unit: communicating with fellow students and with the professor; listing daily activities; describing self and others; asking questions; expressing preferences
- Culture: Hispanic students in the United States

#### Unit 3: Family: stability and changes (14 hours)

- Vocabulary: Family and relatives, numbers and age, non-traditional families, family activities.
- Grammar: *estar* (to be), *ir* (to go – or informal future tense), common irregular verbs, such as *tener*, *hacer*, *salir*, *poner*, and *ver*.
- Communicative skills emphasized in this unit: describing self and others; expressing age; comparing persons and things.
- Culture: Spain, changing family roles in Spain

#### Unit 4: Houses and homes (14 hours)

- Vocabulary: parts of the house, home furnishings, home activities,
- Grammar: Demonstrative adjectives, irregular stem change verbs (e-ie; o-ue); Present progressive, affirmative commands.

- Communicative skills emphasized in this unit: Listing daily activities; describing the house; expressing likes and dislikes; giving autobiographical information (name, origin, nationality, age, address, phone number)
- Culture: Spain; housing crisis in Spain; Spanish architecture

**Practice for and Taking of Final Oral Interaction (2 hours)**

**Final Written Exam (2 hours)**

**IV. Evaluation Methods**

**a) Evaluation Criteria**

Unit Exams (3)	40%
Final Written Exam	15%
Quizzes	10%
Final Oral Interaction (Key Assessment)	15%
Participation (as defined by instructor)	10%
Homework (online workbook, etc.)	10%

Participation will be evaluated as determined by the instructor, through graded in-class assignments and/or a daily grade that reflects the student's level of active engagement in class. The Final Oral Interaction must count for 15% of the overall grade, but the names and weights of the other categories may vary. Homework assignments, quizzes, and exams will assess students' knowledge of vocabulary, grammar, and culture, as well as their listening and reading comprehension skills and writing abilities. The oral interaction will assess their verbal and aural skills.

**b) Final Oral Interaction (FOI) (See Sample Assignment)**

**Department of Foreign Languages/Spanish, Indiana University of PA**

**Student Outcomes Assessment Matrix for Spanish 101**

<b>COE-ET Conceptual Framework Component</b>	<b>ACTFL/ NCATE Program Standards</b>	<b>Spanish Educ. Program Competencies</b>	<b>Course Objectives</b>	<b>Course Assessment Technique Measuring Objectives*</b>
1.a.	1.a.	3,4,5,6,7,8,10	1	Formative activities**; written exams
1.a.	1.a.	3, 5	2	Formative activities; <b>Final oral interaction</b>
1.a.	1.a.	3,4,5,6,7,8	3a	Formative activities; <b>Final oral interaction</b>
1.a.	1.a.	3,4,5,6,7,8	3b	Formative activities; <b>Final oral interaction</b>
1.a.	1.a.	3,4,5,6,7,8	3c	Formative activities and <b>Final oral interaction</b>
1.a.	1.a.	3,4,5,6,7,8	3d	Formative activities <b>Final oral interaction</b>
1.a.	1.a.	3,4,5,6,7,8	3e	Formative activities; <b>Final oral interaction</b>
1.a.	1.a.	3,4,5,6,7,8	3f	Formative activities; <b>Final oral interaction</b>
1.a.	1.a.	3,4,5,6,7,8	3g	Formative activities; <b>Final oral interaction</b>
1.a	1.a.	3,4,5,6,7,8,9,10	4	Formative activities; Compositions; written exams
1.a	1.a.	9,10,11,14	5	Formative activities written exams
1.a	1.a.	9,10,11,14	6	Formative activities written Exams

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

**\*\*Formative activities may include listening, reading, writing, or speaking activities.**

**V. Sample Grading Scale**

<b>Grading Scale</b>
<b>91 – 100 = A</b>
<b>82 – 90 = B</b>
<b>73 – 81 = C</b>
<b>64 – 72 = D</b>
<b>0 – 63 = F</b>

## **VI. Attendance Policy**

Attendance is required. [The instructor should specify an attendance policy that is acceptable to the faculty of the Department of Foreign Languages, and that is in accordance with the Undergraduate Course Attendance Policy, found in the Undergraduate Catalog.]

## **VII. Required Textbooks, Supplemental Books, and Readings**

Required textbooks and resources:

Amores, María J. et al. *Experience Spanish: Un mundo sin límites*. Student textbook. New York: McGraw Hill, 2012.

Connect Plus: Online workbook and lab manual. [www.connectspanish.com](http://www.connectspanish.com). Access to this online resource must be purchased.

Supplemental materials:

It is appropriate to expand course content beyond the textbook and current language teaching pedagogy encourages doing so. In keeping with the spirit of this requirement, each faculty member will incorporate pedagogically appropriate materials that allow student learning to extend beyond textbook-based activities. Some sample activities may include:

- Using song lyrics, poems, newspaper and magazine articles, video-clips, and movies as part of language proficiency activities.
- Having students research an aspect of a particular topic (i.e. immigration, rain forests, holidays, current events) and bring their findings to class for a discussion or activity.
- Asking students to locate or to read background information on a particular well-known person or cultural product; students would bring the information to class for an oral communication activity. For example: information on fashion designer Oscar de la Renta for a discussion on fashion; or information on Pablo Neruda prior to reading one of his poems; or information on singer Gloria Estefan prior to a discussion on her family or her music; or information on baseball player Roberto Clemente or on actor Antonio Banderas for discussions of their lives and contributions.

## **VIII. Special Resource Requirements**

Students need to have access to the internet for web-based activities.

## **IX. Bibliography**

American Council on the Teaching of Foreign Languages. (2010, May 22). *Position statement on use of the target language in the classroom*. Retrieved October 9, 2012, from <http://www.actfl.org/i4a/pages/index.cfm?pageid=5151>

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Aski, J. M. (2003). Foreign Language Textbook Activities: Keeping Pace with Second Language Acquisition Research. *Foreign Language Annals*, 36, 57-65.

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- Salaberry, R. (1997). The role of input and output practice in second-language acquisition. *Canadian Modern Language Review*, 53, 422-453.
- Shrum, J. L. & Glisan, E. W. (2010). *Teacher's handbook: Contextualized language instruction*. (4th ed). Boston: Cengage.
- Walz, J. (1996). The classroom dynamics of information-gap activities. *Foreign Language Annals*, 29, 481-494.
- Wong, W. & VanPatten, B. (2003). The evidence is in: Drills are out. *Foreign Language Annals* 36 (3), 403-423.

## **PART II, Item 2: Summary of proposed revisions**

1. The last official syllabus of record on file for SPAN 101 is from 1990. (A sentence was added to the end of the course description in 2004.) The course outcomes were revised from the last syllabus of record, now listing more specific skills that students must demonstrate. The course outcomes are also aligned with those of the recently approved revisions of SPAN 102 and 201. The course outcomes remain aligned with the proficiency guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL), and reflect currently accepted teaching practices.
2. The course outline, the evaluation methods, and the bibliography are also updated.

## **PART II, Item 3: Justification for the revisions**

The revisions are needed to update the course outcomes to current standards for foreign language teaching.

The course outcomes for Spanish 101 are based on the proficiency guidelines developed by the *American Council on the Teaching of Foreign Languages (ACTFL)* and the National Standards for Foreign Language Learning. The course outcomes are designed to build functional language proficiency, and the revised course outcomes remain aligned with this field-specific course content.

## **PART II, Item 4: The old syllabus of record from 1990, and a subsequent catalog description change from 2004.**

**(See the final 4 pages of this document.)**

**PART III: Letters of support. None. These changes do not affect any other departments.**



## **Sample Assignment: Final Oral Interaction**

All Spanish 101 courses include a final (cumulative) oral communication assessment, which requires students to demonstrate their functional language ability developed throughout the course. This assignment is worth 15% of the final course grade. All faculty teaching Spanish 101 use the same role-play scenarios/situations and grading rubric for this assignment.

In the final weeks of the semester each student will be expected to meet individually with the instructor for this assessment. The oral final lasts between 7 and 15 minutes. The student is presented with five situation cards, placed faced down; the actual test situations are not revealed ahead of time; the student selects a card, and then engages with the professor in the role play described on the card. In that conversation the student will have the opportunity to demonstrate the extent to which he or she has met the course's stated objectives.

**This interaction will be graded using the following criteria (on the next page):**

**Rubric for the Evaluation of Final Oral Interaction (Key Assessment):  
SPAN 101, 102, 201  
Department of Spanish – Indiana University of PA (Revised Fall 2007)**

**Student Name:** \_\_\_\_\_ **Section:**      **001**      **002**

	<b>TARGET 4 = Exceeds Expectations</b>	<b>ACCEPTABLE 3 = Meets Expectations (High)</b>	<b>ACCEPTABLE 2 = Meets Expectations (Low)</b>	<b>UNACCEPTABLE 1 = Does Not Meet Expectations</b>
<b>Task completion</b>  <i>Self-directedness and thoroughness in fulfilling the requirements of the situation</i>  Score =	Completes all required tasks without prompting or questioning by the instructor. Provides the details essential to the situation.	Completes all required tasks but with some prompting and/or questioning OR completes the majority of required tasks without prompting and/or questioning.	Completes half of required tasks without prompting and/or questioning OR completes a few required tasks with prompting and/or questioning.	Does not complete any required tasks, even with prompting and/or questioning.
<b>Interpersonal Communicative Strategies</b>  <i>Participation and responsiveness in conversation; ability to clarify misunderstanding</i>  Score=	Participates actively and responds in conversation. Clarifies meaning by restating and adding details. Asks for clarification as needed and responds appropriately.	Participates actively and responds in conversation. May clarify by restating and adding details. May ask for clarification and respond appropriately, although with some hesitation.	Participates and responds but may avoid attempts at clarification. Hesitates and may not respond appropriately and/or hesitation interrupts flow of conversation.	Participation mainly limited to responding. Avoids attempts at clarification.
<b>Vocabulary</b>  <i>Appropriateness, variety and amount of vocabulary used in context</i>  Score =	Uses appropriate vocabulary for the context and incorporates a broad range and wide variety of vocabulary.	Uses appropriate variety and range of vocabulary for the context or in order to complete the task.	Uses a limited range of vocabulary and lacks variety in order to complete the task.	Uses a very limited amount of vocabulary lacking any range or variety and/or vocabulary is not appropriate for completing the task.
<b>Grammar</b>  <i>Patterns* of errors in grammatical structures (e.g., sentence/question formation, verb tense/conjugation, agreement)</i>  Score=	There are no patterns of errors in structures targeted in the course. A few minor errors may be present but they do not affect comprehensibility of the message (at least 90% accuracy overall).	There are one or two patterns of errors in structures targeted in the course. Some errors are present that may affect comprehensibility of the message (at least 75% accuracy overall).	There are several patterns of errors in structures studied in the course. At least half of message is still comprehensible (at least 50% accuracy overall).	There are major patterns of errors in structures studied in the course. These errors compromise the comprehensibility of the message (less than 50% accuracy overall).
<b>Comprehensibility</b>  <i>Degree to which the message is understood by those accustomed to interacting with language learners</i>  Score =	Responses are understood and there are no major pronunciation errors or examples of English interference.	The majority of responses are understood and there are a few pronunciation errors and/or examples of English interference but they do not affect comprehensibility of much of the message.	There are several patterns of pronunciation errors and/or English interference. A speaker may need to ask for repetition. A part of the message may be difficult to understand.	There are many patterns of pronunciation errors and/or English interference. A speaker may experience difficulty in understanding the message, even with repetition.
Total raw score		Converted score		

**\*Patterns of errors refer to multiple occurrences of the same type of error in various tasks (e.g., verb tense, verb forms, noun/adjective agreement).**

**IUP Department of Foreign Languages: SPAN 101 and 102  
Final Oral Interaction: Percentage & Letter Grade Conversions\***

<b>Raw Rubric Score</b>	<b>Grade Book Score or Percentage</b>	<b>Grade Book Letter Grade</b>	<b>NCATE Categories</b>
20	100	A	Target
19	97	A	Target
18	95	A	Target
17	92	A	Acceptable
16	90	B	Acceptable
15	87	B	Acceptable
14	84	B	Acceptable
13	82	B	Acceptable
12	79	C	Acceptable
11	77	C	Acceptable
10	74	C	Acceptable
9	71	D	Unacceptable
8	69	D	Unacceptable
7	66	D	Unacceptable
6	64	D	Unacceptable
5	61	F	Unacceptable

**Note:** A percentage of zero (0%) and a Letter Grade of F will be given if the student attends the final oral interaction but makes no attempt to speak Spanish, or if the student does not attend the final oral interaction.

\*These conversions are based upon this rubric formula:  $(\text{Total Points} \times 52) / 20 + 48 = \underline{\hspace{2cm}} \%$

COURSE SYLLABUS

I. CATALOG DESCRIPTION

SP 101 Elementary Spanish

4c-11-4sh

For beginning students. Primary emphasis is on aural/oral skills. Students will learn to converse and ask questions in simple present time, become acquainted with location of Hispanic populations and elements of their daily lives. Attendance is required.

II. COURSE OBJECTIVES

The primary objective of Spanish I is the development of a beginning level of proficiency or the ability to communicate specific messages in particular situations.

A. Listening:

1. Students will be able to understand short utterances drawn from familiar material and identify types of authentic listening texts.

2. Students will be able to distinguish main ideas and key words in familiar material.

B. Speaking:

Students will be able to use limited memorized material in simple statements or question form.

C. Reading:

1. Students will be able to recognize most symbols in a phonetic writing system and some isolated words and expressions.

2. Students will be able to identify main ideas and key words in familiar material.

3. Students will demonstrate an ability to read recombined short narratives and dialogues using familiar memorized material.

D. Writing:

1. Students will be able to copy and transcribe very simple material in familiar contexts.

2. Students will be able to list, identify and label.

3. Students will be able to supply simple biographical information on forms.

4. Students will demonstrate the ability to write simple paragraphs using memorized or extremely familiar material.

III. COURSE OUTLINE

Approximately seven to eight class hours of instruction will be devoted to each of the following units or presentations. Time will be allotted within the framework for evaluation of students according to the outlined evaluation procedures.

- A. Presentations; Origin; Greetings and Farewells; Countries and capitals; Classroom expressions; cognates; The Spanish alphabet; Accentuation and syllabification
- B. Topics: Using numbers; Discussing age; Introductions; Origin; Discussing Occupations; Talking about yourself; Giving and asking information

Grammar: Subject pronouns; Llamarse; Ser + de; tener; Question formation; Negating

Skills practice: Scanning

- C. Topics: Identifying household objects; Expressing likes and dislikes; Describing actions; Creating a weekly schedule; Expressing obligations; Making plans

Grammar: Gender and number; Indicating possession; Gustar; Tener que; Ir a

Skills practice: Activating background knowledge

- D. Topics: Identifying nationalities; Stating origin; Indicating location; Expressing destination; Talking about the present; Describing people and things; Describing states of being; Expressing feelings

Grammar: Ir a + place; Estar + en + place; Present indicative of regular verbs and the verbs hacer and salir; Ser + adjective; Estar + adjective; Descriptive adjectives; Possessive adjectives

Skills practice: Skimming and word order; Brainstorming

- E. Topics: Discussing daily routines; Identifying parts of the body; Actions in progress; Talking about the weather; Months and seasons of the year; Pointing out; Generalizing

Grammar: Estar + -ando/ -iendo; Reflexive verbs; Verbs with irregular yo forms; Personal a; Demonstrative

adjectives and pronouns; Impersonal se and Passive se; Saber and Conocer

Skills practice: Predicting; Outlining

- F. Topics: Telling time; Expressing feelings; Expressing habitual and future actions; Using colors to describe; Clothing and materials; Shopping; Indicating what something is made of; Location; Contrasting; Indicating purpose, reason, destination and duration

Grammar: Stem-changing verbs; Ser + de; Estar + en; Sino and Pero; Para and Por

Skills practice: Dealing with unfamiliar words: Writing a synopsis

- G. Topics: Asking and giving prices; Discussing the location of people and things; Beginning to talk about the past; Indicating relationships; Means of transportation; Describing family relationships

Grammar: The preterite; Prepositions and prepositional pronouns; Indirect object pronouns; Affirmative and negative words

Skills practice: Ongoing prediction; Linking words

IV. EVALUATION METHODS

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

- 30% Two written exams (mid-term and final) consisting of a listening component, multiple choice, short answer, reading segment and short paragraph writing
- 30% Four scheduled quizzes given after presentation of topics B, C, E and F
- 15% Class participation
- 15% Oral final exam (to be scheduled individually with the instructor)
- 10% Homework assignments

V. REQUIRED TEXTBOOKS

Caycedo Garner, Lucia, Debbie Rusch, Marcela Dominguez, iClaro que sí!, Houghton Mifflin Company, Boston, 1990.

Caycedo Garner, et. al., iClaro que sí! Workbook/Lab Manual,

Houghton Mifflin Company, Boston, 1990.

Tapes to accompany the Workbook/Lab Manual

VI. SPECIAL RESOURCE REQUIREMENTS

Language Laboratory.

VII. BIBLIOGRAPHY

Asher, James J. Learning Another Language Through Actions. Los Gatos, CA: Sky Oaks Productions, 1982.

Gaudiani, Clare. Teaching Writing in the Foreign Language Curriculum. Washington, D.C.: Center for Applied Linguistics, 1981.

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Omaggio, Alice C. Teaching Language in Context. Boston: Heinle and Heinle, Inc., 1986.

Rivers, Wilga, Milton Azevedo, and William Heflin, Jr. Teaching Spanish: A Practical Guide. Skokie, Ill.: National Textbook Company, 1988.

Seelye, H. Ned. Teaching Culture. Skokie, Ill.: National Textbook Company, 1981.