

13-33a.

LSC Use Only Proposal No:

UWUCC Use Only Proposal No: ~~12-130a~~

LSC Action-Date: AP-5/2/13

UWUCC Action-Date: App-10/29/13

Senate Action Date: App-12/3/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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

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 201 Intermediate Spanish.
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)	<i>Marveta Ryan-Sams</i>	2-21-13
Department Chairperson(s)	<i>Sean McDaniel</i>	2-22-13
College Curriculum Committee Chair	<i>[Signature]</i>	3.6.13
College Dean	<i>[Signature]</i>	3/6/13
Director of Liberal Studies (as needed)	<i>[Signature]</i>	10/24/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>Evel Reilly TECC</i> & <i>L. Nardi COE-ET Dean</i>	4/16/13
UWUCC Co-Chairs	<i>Gail Sedquist</i>	10/29/13

Received

OCT 15 2013

Liberal Studies

Received

APR 19 2013

Liberal Studies

PART II: Description of Curriculum Change
Item 1: SPANISH 201 – NEW SYLLABUS OF RECORD

I. Catalog Description

SPAN 201 Intermediate Spanish

4c-0l-4cr

Prerequisite: SPAN 102, or the equivalent as established by departmental placement examination

A continuation of previous work on listening, speaking, reading, and writing skills. Students will learn to function in everyday situations, expressing opinions and doubts, and narrating and describing in present, past, and future time. Exposure to cultural concepts through literary readings. Liberal Studies credit is given. Attendance is required. No student will be allowed to register for or take a D/F repeat in SPAN 201 when credit has already been received for a higher numbered Spanish course.

II. Course Outcomes

At the completion of Spanish 201, students will be able to...

1. identify main ideas or significant information from spoken or recorded Spanish;
2. speak Spanish with accurate vowel and consonant sounds and accentuation so as to be understood by a native speaker used to dealing with second-language learners;
3. communicate effectively in any of the three modes (interpersonal, interpretive, and presentational) in the following ways:
 - a. give an extended description of self and others in present and past time frames;
 - b. give instructions using formal and familiar commands with appropriate social register;
 - c. list and describe events in present and past time frames;
 - d. ask questions to negotiate meaning and elicit additional information;
 - e. negotiate survival situations with simple complications (e.g., reporting lost luggage, travel problems, looking for a job);
 - f. discuss and ask questions about topics such as transportation and travel, work and jobs, celebrations and parties, and other life events;
4. communicate effectively in written form through paragraphs about events that occurred in the past;
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.

Outcomes 1-4: Expected Undergraduate Student Learning Outcomes #1 and 2, Informed and Empowered Learners:

Rationale for Outcomes 1-4 (language-related outcomes): As *Informed Learners*, students acquire knowledge of vocabulary and grammar. As *Empowered Learners* in a language course, students must solve problems of communication by determining how to convey their ideas in a way that is appropriate and understandable within given contexts. In essence, students creatively synthesize linguistic and cultural information into their own messages. In order to accomplish these tasks, the students may need to access, evaluate, interpret, and use information from a variety of sources. Class activities, assignments, and assessments will require students to apply all of the aforementioned skills.

Outcome 5:

Students will be able to recognize the relationships among selected products, practices, and perspectives of the cultures studied.

Expected Undergraduate Student Learning Outcomes #1 and #3, *Informed and Responsible Learners*:

Rationale for Outcome 5: Products include but are not limited to artifacts, objects, texts, and films. Practices include but are not limited to everyday activities, special events, and celebrations. Perspectives include but are not limited to values, beliefs, attitudes, and points of view. Assignments and class activities will require students to become *informed* about products, practices, and perspectives of the culture studied, as well as their interrelationships. This knowledge will allow students to demonstrate an understanding of the identities, histories, and cultures of others (*Responsible Learners*).

Outcome 6:

Students will be able to compare and contrast selected aspects of the cultures studied with their own culture.

Expected Undergraduate Student Learning Outcomes #1 and #3, *Informed and Responsible Learners*:

Rationale for Outcome 6: Assignments and class activities will require students to become *informed* about cultural customs and societal changes, as well as to recognize interrelationships, commonalities, and differences among cultures. This knowledge will allow students to demonstrate an understanding of the identities, histories, and cultures of others (*Responsible Learners*).

III. Detailed 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. This outline notes the particular communicative skills that are specifically stressed in the units due to their themes. Individual instructors may select from a variety of cultural topics; cultural topics listed here are examples.

Review of basic skills from SPAN 102 (3 hours)

Unit 1: Celebrations and Traditions (12 hours)

- Vocabulary: frequency of activities, stages of life, celebrations, feelings
- Grammar: Imperfect tense, review of *gustar* and similar verbs
- Communicative skills emphasized in this unit: describe childhood, youth, and past events, describe likes, dislikes, and feelings in the past
- Culture: Cuba (political system, society, and traditional celebrations)

Unit 2: Travel and landscapes (12 hours)

- Vocabulary: modes of transportation, travel, urban versus rural destinations, regional identity

- Grammar: preterite/imperfect contrast, present perfect, *lo* + adjective to express “good things / bad things”
- Communicative skills emphasized in this unit: describe past vacations, including details of transportation; expressing what has been done, and the positive and negative aspects of events
- Culture: Argentina (Jewish community, economic stability, foods of the region, major geographical areas and diversity)

Unit 3: Identity and Integration (13 hours)

- Vocabulary: crossing the border, bicultural identity
- Grammar: Length of time something has occurred, *por* and *para*, verb combinations, adverbs
- Communicative skills emphasized in this unit: expressing the experiences of immigrants crossing the border and how they might feel in their new country, expressing bicultural identity
- Culture: Mexico (border cities, culture and generations, music from the border, undocumented workers, legal and illegal immigration)

Unit 4: Earning a Living (13 hours)

- Vocabulary: Office, employment and job-seeking vocabulary
- Grammar: Formal commands, informal commands, reciprocal actions
- Communicative skills emphasized in this unit: giving instructions in formal and informal settings, expressing appropriate workplace actions, being able to search for a job and conduct an interview.
- Culture: Chile (German immigration, their female president, Chilean poetry and unique geography, women and Chilean society)

Review and Practice for Final Oral Interaction (2 hours)

Final Oral Interaction (1 hour)

Final Written Exam: (2 hours)

IV. Evaluation Methods

a) Student Outcomes Assessment Matrix for Spanish 201

COE-ET Conceptual Framework Component	ACTFL/NCATE Program Standards	Spanish Education Program Competencies	Course Objectives	Course Assessment Technique Measuring Objectives*
1.a.	1.a.	3,4,5,6,7,8	1	Formative activities**; Final oral interaction
1.a.	1.a.	3,5	2	Formative activities Final oral interaction
1.a.	1.a.	3,4,5,6,7,8,10	3a	Formative activities, written exams; Final oral interaction
1.a.	1.a.	3,4,5,6,7,8	3b	Formative activities Final oral interaction
1.a.	1.a.	3,4,5,6,7,8,10	3c	Formative activities; written exams, Final oral interaction
1.a.	1.a.	3,4,5,6,7,8	3d	Formative activities; Final oral interaction
1.a.	1.a.	3,4,5,6,7,8	3e	Formative activities; Final oral interaction
1.a.	1.a.	3,4,5,6,8	3f	Formative activities; Final oral interaction; Written exams
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 and are assessed by means of class participation.**

b) Evaluation Criteria:

Unit Exams (3)	40%
Final Written Exam	10%
Quizzes	10%
Final Oral Interaction (Key Assessment)	15%
Compositions	5%
Class Participation (as defined by instructor)	10%
Homework (online workbook, etc.)	10%

Class 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.

c) Final Oral Interaction (See Sample Assignment)

V. Sample Grading Scale

<u>Sample Grading Scale</u>	
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

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 (currently adopted):

Ramos, Alicia and Davis, Robert. *Portafolio: Lo último en español*. Student Text. McGraw-Hill, 2009.

CENTRO: Online Workbook and Lab materials. www.mhcentro.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 biographical information on Pablo Neruda prior to reading one of his poems; or biographical 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

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- 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 201 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. 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. The outcomes are now also aligned with the Expected Undergraduate Student Learning Outcomes (EUSLOs) so that the course can be considered as a Liberal Studies Elective in the category of Oral Communication.
2. The course outline, the evaluation methods, and the bibliography are also updated.
3. This proposal adds language regarding non-textbook readings that are used in foreign language courses. The inclusion of non-textbook materials must be interpreted in the broadest sense possible for foreign language courses.

PART II, Item 3: Justification for the revisions

The revisions are needed to update the course outcomes to current standards for foreign language teaching and for the new Liberal Studies Elective categories.

This course is a currently approved as a Liberal Studies Elective and is being revised to meet the new curriculum criteria for the ***Oral Communication*** category. Research has shown that studying a foreign language improves communication skills, cognitive and critical thinking abilities, and should play a key role in an undergraduate education. This course also provides the department with an opportunity to attract potential majors and minors.

The course outcomes for Spanish 102 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 following 5 pages).**

PART I, Item 5: Liberal Studies course approval form and checklist are on the final pages of the proposal.

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

Sample Assignment: Final Oral Interaction

All Spanish 201 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 201 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**

	TARGET 4 = Exceeds Expectations	ACCEPTABLE 3 = Meets Expectations (High)	ACCEPTABLE 2 = Meets Expectations (Low)	UNACCEPTABLE 1 = Does Not Meet Expectations
Task completion <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.
Interpersonal Communicative Strategies <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.
Vocabulary <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.
Grammar <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).
Comprehensibility <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 Spanish: SPAN 101, 102, 201
Final Oral Interaction: Percentage & Letter Grade Conversions***

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

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: $(\text{Total Points} \times 52) / 20 + 48 = \underline{\hspace{2cm}} \%$