

LSC Use Only Proposal No:

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

13-33b.
 UWUCC Use Only Proposal No: *12-130b*

UWUCC Action-Date: *APP-10/29/13*

Senate Action Date: *APP-12/3/13*

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Marveta Ryan-Sams (Chair of DUCC), Christina Huhn (proposer)	Email Address mmryan@iup.edu, huhn@iup.edu
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 220 Intermediate Spanish Conversation*
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>	<i>2-21-13</i>
Department Chairperson(s)	<i>Sean McDaniel</i>	<i>2-22-13</i>
College Curriculum Committee Chair	<i>[Signature]</i>	<i>3-16-13</i>
College Dean	<i>[Signature]</i>	<i>3/6/13</i>
Director of Liberal Studies (as needed)	<i>[Signature]</i>	<i>10/21/13</i>
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>Edel Reilly, TECC</i> <i>E. Narchi, COE Dean</i>	<i>4/16/13</i>
UWUCC Co-Chairs	<i>Gail Sechrist</i>	<i>10/29/13</i>

Received

OCT 15 2013

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APR 19 2013

PART II: Description of Curriculum Change
Item 1: SPANISH 220 – NEW SYLLABUS OF RECORD

I. Catalog Description

SPAN 220 Intermediate Spanish Conversation

(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

At the completion of Spanish 220, 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. communicate in the interpersonal mode in the following ways:
 - a. use a variety of vocabulary and expressions appropriate to topics being discussed;
 - b. narrate and describe in present, past, and future time frames;
 - c. give advice and accept/reject advice;
 - d. express and support an opinion on topics and themes being explored;
6. identify 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 and viewing);
7. recognize the relationships among 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.

Outcomes 1-5: Expected Undergraduate Student Learning Outcomes #1 and 2, *Informed and Empowered Learners*.

Rationale for Outcomes 1-5 (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 6: Students will be able to identify 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 and viewing);

Expected Undergraduate Student Learning Outcomes #1 and 2, *Informed and Empowered Learners.*

Rationale for Outcome 6: As *Informed* Learners, students acquire new knowledge by interpreting authentic texts. As *Empowered* Learners in a conversation 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 information and language from authentic texts into their own messages. Class activities, assignments, and assessments will require students to apply all of the aforementioned skills.

Outcome 7: Students will be able to recognize the relationships among 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.

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

Rationale for Outcome 7: 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 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 through discussions of these topics (*Responsible learners*).

III. Detailed Course Outline

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*.

- 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 (4 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 (8 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 (11 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 (9 hours)
Describing medical symptoms and illnesses
Discussing medical care in Spanish-speaking customs (including *la farmacia*, *los 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

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

Final Oral Interaction: 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.

IV. Evaluation Methods

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 Activities**; Final Oral Interaction
1.a.	1.a.	3, 5	2	Formative Activities; Final Oral Interaction
1.a.	1.a.	3, 5	3	Formative Activities, Final Oral Interaction
1.a.	1.a.	3, 5	4	Formative Activities, Final Oral Interaction
1.a.	1.a.	3, 5, 6	5a	Formative Activities, Midterm & Final Exams; Final Oral Interaction
1.a.	1.a.	3, 5	5b	Formative Activities; Final Oral Interaction
1.a.	1.a.	3, 5, 6, 7	5c	Formative Activities; Final Oral Interaction & Final Exam
1.a.	1.a.	3, 5, 6, 7	5d	Formative Activities; Final Oral Interaction & Final Exam
1.a.	1.a.	3, 9, 11, 14	6	Formative Activities; Midterm & Final Exams
1.a.	1.a.	3, 9, 11, 14	7	Formative Activities; 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 and are assessed by means of class participation.***

The final grade will be determined as follows:

- 20% **Final Oral Interaction (Key Assessment).** 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.
- 25% **Class Participation:** It will measure students' readiness to participate in formative 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).
- 15% **Final Exam (written):** It will focus on listening comprehension, communicative tasks, and the grammatical concepts practiced during the semester.

* 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.

V. Grading Scale

Grading Scale: A = 91-100, B = 82-90, C = 73-81, D = 64-72, F = 0-63

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 (currently adopted)

1. Chastain, K., & Guntermann, G. (2004). *¡Imagine!* (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

None

IX. Bibliography

American Council on the Teaching of Foreign Languages. (2012). *ACTFL proficiency guidelines—speaking* (3rd ed.). Alexandria, VA: Author. Available: <http://actflproficiencyguidelines2012.org>

- American Council on the Teaching of Foreign Languages. (2012). *ACTFL proficiency guidelines—writing* (3rd ed.). Alexandria, VA: Author. Available: <http://actflproficiencyguidelines2012.org>
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- Firth, A., & Wagner, J. (2007). Second/Foreign language learning as a social accomplishment: Elaborations on a reconceptualized SLA. *The Modern Language Journal*, 91, Focus Issue, 800-819.
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- Goldenberg, C. (1991). *Instructional conversations and their classroom implication*. Washington, DC: The National Center for Research on Cultural Diversity and Second Language Learning. (ERIC Document Reproduction Service No. 341-253).
- Hall, J. K. (1995). 'Aw, man, where we going?': Classroom interaction and the development of L2 interactional competence. *Issues in Applied Linguistics*, 6 (2), 37-62.
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- Lantolf, J. P., & Poehner, M. E. (2007). *Dynamic assessment in the foreign language classroom: A teacher's guide*. University Park, PA: CALPER Publications.
- Liebscher, G., & Dailey-O'Cain, J. (2003). Conversational repair as a role-defining mechanism in classroom interaction. *The Modern Language Journal*, 87, 375–390.
- Mantero, M. (2002). Bridging the gap: Discourse in text-based foreign language classrooms. *Foreign Language Annals*, 35, 437–455.

- McCafferty, S. G., & Stam, G. (Eds.). (2008). *Gesture: Second language acquisition and classroom research*. New York: Routledge.
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- Sime, D. (2008). "Because of her gesture, it's very easy to understand"—Learners' perceptions of teachers' gestures in the foreign language class. In S. G. McCafferty & G. Stam (Eds.), *Gesture: Second language acquisition and classroom research* (pp. 259-279).
- Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning*. Oxford: Oxford University Press.
- Taylor, G. (2002). Teaching gambits: The effect of instruction and task variation on the use of conversation strategies by intermediate Spanish students. *Foreign Language Annals*, 35, 171-189.
- Tharp, R., & Gallimore, R. (1991). *The instructional conversation: Teaching and learning in social activity*. Washington, D.C.: National Center for Research on Cultural Diversity and Second-Language Learning.
- Todhunter, S. (2007). Instructional conversations in a high school Spanish class. *Foreign Language Annals*, 40, 604-621.
- Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford: Oxford University Press.
- Wong, W. & VanPatten, B. (2003). The evidence is IN: Drills are OUT. *Foreign Language Annals*, 36, 403-424.

PART II, Item 2: Summary of proposed revisions

1. The course outcomes were revised from the current syllabus of record, omitting references to the presentational mode of oral communication. 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 in foreign languages. 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. This proposal adds language with regard to 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.
3. The competency matrix is updated.

PART II, Item 3: Justification/rationale for the revision.

This course is 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 reach potential majors and minors.

The course outcomes for Spanish 220 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: Old syllabus of record is on next pages.

PART II, 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.

PART II, Item 4. OLD 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
- D. 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
- E. 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). *¡Imagine!* (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.

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Sample Assignment: Final Oral Performance

All Spanish 220 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 20% of the final course grade. All faculty teaching Spanish 220 use role-play scenarios/situations and the same grading rubric for this assignment.

Towards the final weeks of the semester each student will be expected to meet individually with the instructor for this assessment. The student is presented with two situation cards, and engages with the professor in the role play described on the card. The student also engages in a discussion about the Sol y Viento DVD series.

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.

This performance will be graded using the following criteria (See attached file)

Spanish 220 FINAL ORAL PERFORMANCE (Key Assessment) RUBRIC

Name _____ Section _____ Date _____ Situation # _____

	TARGET 4	STRONG 3	ACCEPTABLE WEAK 2	UNACCEPTABLE 1
Content of Message	Goes beyond the task and adds additional details that strengthen the message	Completes the task as given; content of response appropriate	Completes the main parts of the task, but misses some details; response may not be fully pertinent	Does not complete most of the task given and/or response not pertinent to task
Comprehensibility / Pronunciation	Response is totally understood by those unaccustomed to dealing with L2 learners	Understood by those used to dealing with L2 learners; mostly understood by those unaccustomed to dealing with L2 learners	Understood by those used to dealing with L2 learners, but there are a few patterns of pronunciation errors	Understood with occasional difficulty by those used to dealing with L2 learners
Fluency	Speaks spontaneously with great ease and natural pauses	Speaks somewhat spontaneously with a few pauses	Speaks somewhat spontaneously most of the time, but has lapses where fluency breaks down	Speaker is unable to sustain level of speaking in the target language; speech contains pauses and hesitations that interrupt the content of the message
Grammatical Accuracy	75% or more of message has a high degree of grammatical accuracy in structures targeted in tasks	Approx. half of message has a high degree of accuracy in structures targeted in tasks	Less than half of message is accurate in structures targeted in tasks	Grammar highly inaccurate so as to interfere with comprehensibility
Use of Communication Strategies	Actively maintains the conversation; uses a variety of expressions for making him/herself understood; attempts to negotiate meaning; <u>listens and responds fully to what partner says</u>	Uses expressions for making him/herself understood; asks for clarification when necessary; <u>listens to most of what partner says and makes several responses to what partner says</u>	Attempts to make him/herself understood; may ask for repetition; <u>listens to some, but not all, of what partner says and makes at least one response to what partner says</u>	Makes little attempt to clarify and make him/herself understood; mostly reactive; easily abandons the message; <u>may not listen to partner and may not respond at all to what partner says</u>

SCORING:

Content of Message _____ pts.
Comprehensibility / Pronunciation _____ pts.
Fluency _____ pts.
Grammatical Accuracy _____ pts.
Use of Communication Strategies _____ pts.

TOTAL RUBRIC SCORE _____ pts.

Apply Rubric Formula: $\frac{\text{Total Points} \times 52}{20} + 48 =$ _____ % **Grade:** _____

Comments:

Part II, Item 5: Answers to Liberal Studies Questions

1. *If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments and evaluation. **What are the strategies that your department will use to assure that basic equivalency exists?** Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.*

In order to assure basic course equivalency, all sections of Spanish 220 utilize the same textbook and grading scale. Additionally, Spanish faculty use role play scenarios/situations and the same scoring rubric for the Final Oral Performance, which is the Key Assessment for this course.

2. *Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. **By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.** The following website has suggestions from Liberal Studies, Women's Studies, and Minority Affairs on ways to include the perspectives and contributions of women and minorities*

Spanish 220 does not lend itself to detailed discussion of gender and ethnic issues. However, diversity is acknowledged throughout course discussions and in the textbook: men and women, and people of various racial and ethnic backgrounds are featured in photographs, cultural selections, and brief video interviews.

3. *Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. **By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.***

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.

4. *If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?*

This is not an introductory course, and is intended for Spanish Majors and Minors.

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

Liberal Studies Course Approval Checklist Instruction Sheet

Use this checklist for all Liberal Studies categories other than writing-intensive sections; a different checklist is available for this. If you have questions, contact the Liberal Studies Office, 103 Stabley, telephone 357-5715.

This checklist is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-Wide Undergraduate Curriculum Committee (UWUCC). When you have finished, your proposal will have these parts:

 X Standard UWUCC Course Proposal Cover Sheet, with signatures and Liberal Studies course designation checked

 X Course syllabus in UWUCC format

 N/A UWUCC course analysis questionnaire. Needed only if this is a new course not previously approved by the University Senate. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review.

 X Assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment

 X Answers to the four questions listed in the Liberal Studies Course Approval General Information (one page)

Submit the original of the completed proposal to the Liberal Studies Office (103 Stabley). In addition to the signed hard copy, email the proposal as a Word or RTF file attachment to Liberal-Studies@iup.edu.