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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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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 450 Conversation Forum**

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>	10-30-14
Department Chairperson(s)	<i>Sean McDaniel</i>	11-6-14
College Curriculum Committee Chair	<i>Alyssa</i>	11/12/14
College Dean	<i>A Ann</i>	11/12/14
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>Edel Beilly, TECC</i>	1/22/15
UWUCC Co-Chairs	<i>Gail Sechrest</i>	2/17/15

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Liberal Studies

Part II. Description of the Curriculum Change

I. New Syllabus of Record

I. Catalog Description

SPAN 450 Conversation Forum

(3c-0l-3cr)

Prerequisites: SPAN 350 or equivalent

Extensive work on the development of speaking skills at the “Advanced” level of oral proficiency, as defined in the Speaking Guidelines developed by the American Council on the Teaching of Foreign Languages. Focuses on paragraph-length discourse and narration and description in present, past, and future time frames within a variety of topics and contexts.

II. Course Outcomes

Upon completion of Spanish 450, students will be able to:

1. participate in informal and formal conversations using connected paragraph-length and extended discourse and a wide range of vocabulary;
2. narrate and describe in present, past, and future time frames;
3. successfully handle a variety of communicative tasks that focus on school, home, work, and leisure activities, and on topics of current, public, and/or personal interest;
4. successfully handle a variety of routine communicative situations that present a complication or unexpected turn of events;
5. compare and contrast people, places, and things using organization of ideas and supporting details;
6. state and support opinions of and debate topics of current, public, and/or personal interest;
7. demonstrate the ability to comprehend and interpret the main ideas and important details of oral and written authentic texts;
8. describe a variety of cultural perspectives of Spanish-speaking communities as examined through their cultural products and practices.

Student Outcomes Assessment Matrix for Spanish 450

ACTFL/CAEP Program Standards	Spanish Educ. Program Competencies	Course Outcomes	Course Assessment Techniques Measuring Outcomes*
1.a.	3	1	Participation; Formative activities**
1.a.	3	2	Participation; Oral report
1.a.	3	3	Participation; Formative activities; Oral report
1.a.	3	4	Participation; Formative activities; Oral midterm; Final oral interaction
1.a.	3	5	Participation; Formative activities
1.a.	3	6	Participation; Formative activities; Oral midterm; Final oral interaction
1.a.	3,9	7	Participation; Formative activities
1.a., 2.a.	3,11	8	Participation; Formative activities

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

***** Formative activities include: Class activities and participation***

III. **Course Outline**

The following are the Advanced-level topics to be practiced in SPAN 450. A portion of the work on these topics will involve interpreting authentic texts (Course Outcome #7) and exploring cultural products, practices, and perspectives (Course Outcome #8).

- A. Describing people, places, and things in present and future time frames (5 hours)
- B. Handling communicative tasks that focus on school, home, and work; leisure activities, and personal interests (4 hours)
- C. Comparing and contrasting people, places, and things in detail (6 hours)
- D. Narrating and describing in past time frame (9 hours)
- E. Handling routine communicative situations with a complication (circumlocution, rephrasing, negotiating meaning) (6 hours)
- F. Reporting, describing, and discussing events of current and public interest (6 hours)
- G. Stating and supporting an opinion/debating topics of current, public, and/or personal interest (6 hours)

Final Activity/Final Oral Interaction: 2 hours

Class Activities: The primary activity in this course is interpersonal speaking. Students will interpret authentic Spanish texts (audio, video, film, printed articles from magazines, newspapers, the Internet, and other sources) which will provide the content and topics for discussion. Class activities will include group discussion, debates, paired interviews, interviews and discussions with guest participants. Students will be expected to practice their speaking skills in a variety of ways outside of class such as watching videos and interviewing native speakers of Spanish.

This class is conducted entirely in Spanish with the goal of exposing students to as much input in Spanish as possible and engaging them in expressing their ideas and opinions in Spanish. Negotiating meaning is a must in this class, and students will build on their bank of negotiation strategies. The use of English is highly discouraged. While there is no formal grammatical instruction in terms of pre-planned explanations and practice, the instructor may find it necessary to call attention to form in order to provide scaffolding for students in their practice of advanced-level functions.

IV. Evaluation Methods

The final grade will be determined as follows:

Class Participation	15%
Out-of-class Assignments (including conversations with native informants)	15%
In-class Interactive Activities (in which students have a leadership role: debates, leading discussions, reporting on & discussing out-of-class assignments, etc.)	30%
Oral Midterm	15%
Final Oral Interaction	25%

V. Grading Scale

91-100% = A 82-90% = B 73-81% = C 64-72% = D 63% and below = F

VI. Course 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. An example of an attendance policy follows here.]

In accordance with the policy approved by the Spanish section of the Department of Foreign Languages, the number of allowable unexcused absences in SPAN 450 is three. Absences may be excused only for (1) documented extended illness or emergency, (2) University-sponsored, educational activities [Note: Written verification of each activity is required prior to the class absence.], and (3) death of a loved one in the immediate family. All excused absences must be documented. Documentation must be presented to the professor according to his/her timelines outlined in the syllabus for the absence to be excused.

Please note: The Spanish section's 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 Texts, and Readings

Although there is no required textbook for this course, the instructor may choose to require students to access authentic texts (audio, video, film, printed texts) to acquire content that will be used for purposes of discussion and cultural exploration.

VIII. Special Resource Requirements

No special resource requirements other than the ability to access the Internet and make recordings of conversations using SoundCloud (<https://www.soundcloud.com>).

IX. Bibliography

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2. Summary of proposed revisions: The course is being changed from 2 credits to 3 credits and offered 3 hours weekly instead of 2 hours. The course outline has been adjusted accordingly. (An accompanying proposal is being submitted to make this course a new requirement for the major in Spanish Education K-12 Program. This course will be highly recommended for students in the B.A. in Spanish major.)

3. Justification/rationale for the revision: SPAN 450 is being changed from 2 to 3 credits so that students have more time on task to practice the linguistic functions of the "Advanced" level of oral proficiency as specified by the *ACTFL Proficiency Guidelines--Speaking* (2012). Specifically, Spanish Education candidates must demonstrate a minimum level of "Advanced Low" prior to the completion of Student Teaching:

Advanced-Low Descriptor for Speaking: Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance. Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure

of the speaker's own language rather than that of the target language. While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative, with noticeable self-correction and a certain grammatical roughness. The vocabulary of Advanced-Low speakers is primarily generic in nature. Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

Source: <http://actflproficiencyguidelines2012.org/speaking>

When SPAN 450 was initially developed as a new course many years ago, our classes were 60 minutes in length. With the change to 50 minute-classes, students do not currently have sufficient opportunities in this course to make noticeable progress in their speaking abilities. Also, students tend not to devote as much time to preparing for this course in its 2-credit format as they do for their 3-credit Spanish courses.

The second change is that the course is being required for Spanish Education majors so that they have another avenue for practicing their speaking with the goal of attaining the minimum Advanced Low level or higher. Virtually all Spanish Education majors take this course because advisors stress the value of it in helping them achieve their proficiency goals. It makes sense at this point to make it a requirement, especially given that students now have 2-3cr of free electives with the recent changes in Liberal Studies requirements (i.e., elimination of Synthesis course requirement, decrease in ENGL 101 from 4 credits to 3 credits). Therefore, the requirement of this additional course will make the program 120-121 credits to graduate with the Spanish Education major.

4. The Old Syllabus of Record

I. CATALOG DESCRIPTION

SPAN 450 Conversation Forum

2c-01-2sh

Prerequisite: SPAN 350 or equivalent

Extensive work on the development of speaking skills at the "Advanced Low" level of oral proficiency, as defined in the Speaking Guidelines developed by the American Council on the Teaching of Foreign Languages. Focus on paragraph-length discourse and narration and description in present, past, and future time frames within a variety of topics and contexts.

II. COURSE OBJECTIVES

1. Students will participate in informal and formal conversations using connected paragraph-length and extended discourse and a wide range of vocabulary.
2. Students will narrate and describe in present, past, and future time frames.
3. Students will successfully handle a variety of communicative tasks that focus on school, home, leisure activities, work, and topics of current, public, and/or personal interest.
4. Students will successfully handle a variety of routine communicative situations that present a complication or unexpected turn of events.
5. Students will compare and contrast people, places, and things using organization

- of ideas and supporting details.
6. Students will state and support opinions of and debate topics of current, public, and/or personal interest.
 7. Students will demonstrate the ability to comprehend and interpret the main ideas and important details of oral and written authentic texts.
 8. Students will describe a variety of cultural perspectives of Spanish-speaking communities as examined through their cultural products and practices.

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, 4, 5, 8	1	Participation; Formative activities**
1.a.	1.a.	3, 4, 5, 8	2	Participation; Oral report
1.a.	1.a.	3, 4, 5, 8	3	Participation; Formative activities; Oral report
1.a.	1.a.	3, 4, 5, 8	4	Participation; Formative activities; Oral midterm; Final oral performance
1.a.	1.a.	3, 4, 5, 8	5	Participation; Formative activities
1.a.	1.a.	3, 4, 5, 8	6	Participation; Formative activities; Oral midterm; Final oral performance
1.a.	1.a.	3, 4, 5, 8, 9	7	Participation; Formative activities
1.a.	1.a.	3, 4, 5, 8, 11	8	Participation; Formative activities

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

*** Formative activities include: Class activities and participation*

IV. COURSE OUTLINE

- A. Describing people, places, and things in present and future time frames
(4 hours)
- B. Comparing and contrasting (4 hours)

- C. Narrating and describing in past time frame (6 hours)
- D. Handling routine communicative situations with a complication (circumlocution, rephrasing, negotiating meaning) (6 hours)
- E. Discussing events of current and public interest (4 hours)
- F. Stating and supporting an opinion/debating (4 hours)

Class Activities: The primary activity in this course is speaking! Students will read authentic articles from magazines, newspapers, the Internet, and other sources in Spanish, which will provide the content and topics for discussion. Class activities will include group discussion, paired interviews, interviews with guest informants, and oral reports. Students will be expected to practice their speaking skills in a variety of ways outside of class such as watching videos and interviewing native speakers of Spanish.

In general terms, class will consist of the establishing of a topic, discussion of the topic in groups, and a few minutes at the end to summarize what has been said. The topics will come from the discussions, although the instructor reserves the right to reject a topic that is not of an appropriate level. All discussions will be held totally in Spanish. The topics should also be relevant to the Spanish-speaking world. Therefore, extensive use will be made of the internet to find information. Almost all the major newspapers in the world are available online, and their articles can provide a wealth of information on topics of genuine interest.

From time to time, the instructor, in response to the dynamics of the class, will interrupt in order to clarify linguistic questions, grammatical usages, or historical contexts. There will not be any formal instruction in the sense of regular grammatical explanations with exercises, etc., but when appropriate/necessary the instructor will offer better ways of saying things when there are significant problems.

Evaluation will be based principally on class participation, and therefore attendance is absolutely required. According to the rules of the university, two absences will be allowed without penalty. Beyond two absences, any unexcused absence will cause a loss of 2 points from the final grade. Excused absences are limited to (your own) illness, participation in university activities (only with **prior** written notification), or serious family crises. (A wedding, for example, is NOT an excusable absence.)

There will be no written exams in the class. Grading will be determined as indicated below, including individual oral exams and evaluated group activities.

V. EVALUATION METHODS

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

- 20% Class participation
- 25% Oral reports
- 15% Oral midterm

- 15% Final oral performance
25% Out-of-class assignments (including viewing of videotapes, interviews and conversations with native informants)

Departmental grading scale:

- | | |
|-----------|----------------|
| 91 - 100A | 64 - 72 D |
| 82 - 90 B | 63 and below F |
| 73 - 81 C | |

VI. REQUIRED TEXTBOOK, SUPPLEMENTAL BOOKS AND READINGS

There is no required textbook for this course.

Students will read articles from the Internet, newspapers, and magazines from Spanish-speaking countries. The instructor will provide some of these materials, and students will be responsible for accessing some materials on their own. These articles will be different each time the course is taught, as they will deal with topics and issues of current public and personal interest.

VII. SPECIAL RESOURCE REQUIREMENTS

The student may need one 60-minute audio cassette tape for making recordings of interviews with native informants completed outside of class.

PART III. Letters of Support

No letters of support are needed.