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Part II. Description of the Curriculum Change

[REDACTED]

3 class hours
0 lab hours
3 credits
(3c-01-3cr)

Prerequisites: SPAN 201 or equivalent

Integrates oral communication skills with research on contemporary interpersonal

III. Course Outline*

A. Introduction to Conversational Strategies (3 hours)

Getting your foot in the door, responding to other speakers, keeping the floor,

Interpretive listening and/or viewing

B. Initiating and Closing Conversations (3 hours)

~~Initiating and closing conversations~~

Oral Presentations (4 hours)

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

Final Exam: Students will meet individually with the professor during class

assigned outside of class time during the final week of classes. This final is an assessment of interpretive, interpersonal, and 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

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.*

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

Brooks, F. B., Donato, R., & McGlone, J.V. (1997). When are they going to say "it" right?: Understanding learner talk during pair-work activity. *Foreign Language Annals*, 30 (4), 524-541.

de Bot, K. (2008). Introduction: Second language development as a dynamic process. *The Modern Language Journal*, 92, 166-178.

Ellis, R., & Sheen, Y. (2006). Reexamining the role of recasts in second language acquisition. *Studies in Second Language Acquisition*, 28, 575-600.

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.

Glisan, E. W., Adair-Hauck, B., Koda, K., Sandrock, S. P., & Swender, E. (2003). *ACTFL integrated performance assessment*. Yorkers, NY: ACTFL

National Standards in Foreign Language Education Project. (2006). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press.

Standard 1: Communication

communication in the language classroom *The Modern Language Journal* 00 160-184

2. Summary of proposed revisions: This course is being changed from "Intermediate Spanish Conversation and Grammar" to "Intermediate Spanish Conversation." Some of the course

objectives and course topics have been changed in order to reflect an emphasis on interpersonal

interactive speaking. The assessment matrix has been changed to reflect new objectives and the use of one key assessment, the Final Oral Performance, for KARS reporting. The catalog description has also been modified slightly.

3. Justification/rationale for the revision: The Department of Spanish wants the primary focus of this course to be on the development of interactive speaking skills and not on the review of grammatical structures. Students take SPAN 220 after having already learned grammatical

structures in SPAN 101, 102, and 201 and they need to practice these structures in meaningful

4. The Old Syllabus of Record

I. CATALOG DESCRIPTION

SPAN 220: Intermediate Spanish Conversation and Grammar

3c-01-3cr

Prerequisite: SPAN 201 or equivalent

III. STUDENT OUTCOMES ASSESSMENT MATRIX

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

1.a.	1.a.	3, 4, 5, 8, 10	8	Formative Activity Final Oral & Written Exam
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1.a.	1.a.	3, 4, 5, 8, 10, 13, 14	9	Formative Activity Final Oral & Written Exams
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**Indicates assessments designated for mean and score range aggregated reporting.*

IV. COURSE OUTLINE

- A. Introduction to Conversational Strategies. (1 week)
Parts of Speech
- B. Initiating and Closing Conversations (1 week)
Present and Future, Comparisons
- C. Initiating and Building Topics (1 week)
"To Be" and Reflexives
- D. Description and Circumlocution (1 week)
Past Tenses
- E. Oral Reports (1 week)
- F. Requesting and Providing Information (1 week)
Perfect Tenses
- G. Planning and Organizing (1 week)
Written Grammar Exam
- H. Recounting Events, Listening to Anecdotes (1 week)
Subjunctive and Imperative
Oral Exam

- J. Past Subjunctive
Giving and Receiving Advice (1 week)
Passive Voice
- K. Expressing and Reacting to Feelings (1 week)

- L. Prepositions
Oral Reports (1 week)
- M. Expressing and Responding to Opinions (1 week)
Gerund and Relative Clauses
- N. Arguing and Fighting Back (1 week)

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

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

VI. ATTENDANCE POLICY

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

VII. REQUIRED TEXTBOOK

Grammar Review Textbook

VIII. BIBLIOGRAPHY

Hall, J. K. (1999). The communication standards. In J. K. Phillips & R. M. Terry (Eds.),

Essays in communication studies. London: Sage.

