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Part II. Description of the Curriculum Change

1. New Syllabus of Record

I. Catalog Description

SPAN 450 Conversation Forum

(3c-01-3cr)

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 A

**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

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 absences to be excused.

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

Donato, R. (2000). Sociocultural contributions to understanding the foreign and second language classrooms. In J. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 29-52). Oxford, UK: Oxford University Press.

Glisan, E. W., & Donato, R. (2004). It’s not just a matter of “time:” A response to Rifkin. *Foreign Language Annals*, 37, 465–471.

Goodwin, C. (2007). Participation, stance, and affect in the organization of activities. *Discourse and society*, 18, 53-73.

Hall, J. K. (2012). *Teaching and researching language and culture* (2nd. ed.). Harlow, England: Pearson.

Hall, J. K. (2004). Language learning as an interactional event. *The Modern Language Journal*, 88, 607-611.

Hall, J. K., & Doehler, S. P. (2011). L2 interactional competence and development. In J. K. Hall, J. Hellermann, & S. P. Doehler (Eds.), *L2 interactional competence and development* (pp. 1-15). Bristol, UK: Multilingual Matters.

Kasper, G. (2004). Participant orientations in conversation-for-learning. *The Modern Language*

Shrum, J. L., & Glisan, E. W. (2010). *Teacher's handbook: Contextualized language instruction* (4th ed.). Boston, MA: Cengage Learning.

Swender, E. (2003). Oral proficiency testing in the real world: Answers to frequently asked questions. *Foreign Language Annals*, 36, 520–526.

Todhunter, S. (2007). Instructional conversations in a high school Spanish class. *Foreign Language Annals*, 40, 604–621.

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Welch, S. (2011). *Exploring classroom discourse: Language in action*. London: Routledge.

CONFIDENTIAL - SECURITY INFORMATION

[REDACTED]

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of ideas and comments 1/2/11



- 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

- 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 | |

IV. REQUIRED TEXTBOOK, SUPPLEMENTAL BOOKS AND READINGS

