

Request for Courses in the Core Curriculum

Originating Department or College: Department of Humanities

Person Making Request: Dr. Lisa Gardner Flores

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Course Number and Title: SPAN 1311 Introductory Spanish for Non-Native I

Please attach in separate documents:

Completed Catalog Add/Change Form

Syllabus

List the student learning outcomes for the course (Statements of what students will know and/or be able to do as a result of taking this course. See appended hints for constructing these statements.)

Student Learning Outcomes:

Upon completion of this course students will be able to:

1. Communicate orally in the target language at the Novice-mid sublevel as defined by ACTFL (American Council on the Teaching of Foreign Languages).
2. Use simple grammatical structures at the sentence level in speaking and writing.
3. Exhibit recognition of the general principles and/or patterns in language structures.
4. Demonstrate general knowledge of countries where the target language is spoken.
5. Identify appropriate use of the language according to the cultural and situational context in which it is spoken.

Core Curriculum Objectives addressed by the Student Learning Outcome(s):

1. Critical Thinking: includes creative thinking, innovation, analysis, evaluation, and synthesis of information.

SLO's: 2, 3, 5

2. Communication Skills: include effective oral communication.

SLO's: 1, 2, 3, 4, 5

3. Social Responsibility: involves intercultural competency, knowledge of civic responsibility, and ability to engage in regional, national, and global communities. SLO's: 4, 5

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to the appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Personal Responsibility

Written Communication

Social Responsibility

Oral Communication

Visual Communication

Empirical & Quantitative Skills

Because we will be assessing student learning outcomes across multiple core courses, assessment assigned in your course must include assessment of the core competencies. For each competency checked above, indicate the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will use critical thinking skills to prepare and deliver group presentations about a country where the target language is spoken. Presentations will include a section in which the relationship between culture and language is explored. Students will demonstrate creative thinking and analytical skills by providing explicit examples of language use in cultural contexts. For example, students may choose to describe how formal and informal language use would apply to specific social situations in the selected country. Instructors will assess the extent to which students use creative thinking, innovation, and analysis by using the Core Curriculum Rubric for Critical Thinking.

Communication Skills:

The same final group presentation will be used to assess oral communication skills in the target language. The presentations will be recorded and archived for assessment purposes. World language instructors will have the option of using either the Core Curriculum Rubric for Communication.

Social Responsibility:

In their group presentation, students will demonstrate that they are prepared to use intercultural competency skills when speaking in a global community in the particular language being taught. Students will first describe how a target language population communicates when engaging in a specific natural speech pattern (i.e. speech act). They will then show evidence that they can communicate appropriately in a similar situation at the novice-mid sublevel. The product will show appropriate application of oral communication skills and empathy for the diversity of language use in regional, national and/or global populations.

Will the syllabus vary across multiple sections of the course? X Yes No

If yes, list the assignments that will be constant across the sections: Group Presentations

Reviewed and approved by the Core Curriculum Committee on April 12, 2013.