**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: Elementary Spanish II (SN 102)**

**Home Department: Modern Languages & Literatures**

**Department Chair Name and Contact Information** (phone, email):

 Tim Compton 906-227-1107 tcompton@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall):

This course is offered in Fall and Winter.

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

**A. Overview of the course content**

This course continues to introduce students to the language and culture(s) of the Spanish-speaking world. Students work on the four basic skills (reading, writing, listening and speaking) and expand their knowledge of a new culture through their newly acquired language skills.

COURSE OUTCOMES:

* use basic Spanish vocabulary related to clothing/shopping, daily routine, food, celebrations/holidays, and health
* conjugate regular and some irregular verbs in the preterit and the imperfect
* use forms of the preterit and the imperfect to communicate about the past at the basic level
* use direct and indirect object pronouns at the basic level
* recall cultural information about several Spanish-speaking countries

**B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes**

Language-learning forces students to reflect on their own language, enhances their understanding of how we communicate and encourages comparison between different methods of expressing ideas. Additionally, the past twenty years have seen a significant change in introductory language texts, which have dramatically expanded their inclusion of social, historical and cultural content as scholars’ understanding of the connection between language and culture has improved. This course, therefore, teaches a new language as a tool to understanding another culture and it includes material that requires comparison between differing cultures and traditions. Students must process and assess the target language at the simplest level (learning new vocabulary), at more advanced levels (using new grammatical structures, understanding idioms and expressions) and at more complex levels (understanding the cultural differences that the language reflects). Students learn the rules of word formation and sentence structure and then apply that information in new, communicative situations.

**C. Describe the target audience (level, student groups, etc.)**

Although this course does not have a prerequisite, it does presume a knowledge of the material from SN 101 (Elementary Spanish I). According to the Undergraduate Bulletin: *Students should pass SN 101 with a "C" or better or one year of high school Spanish prior to this course.*

**D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)**

While this course is not required for the major or the minor it is a prerequisite for the more advanced language courses that do count towards the major and/or minor.

**E. Provide any other information that may be relevant to the review of the course by GEC**

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Task Type and Frequency**: Short writing assignments and/or exams requiring both discrete and open-ended responses in Spanish**Overall Grading Weight**: Writing assignments approximately 10-20%; Exams approximately 30-60%**Expected Proficiency Rate**: 75%**Rationale**: Students learn to assess communicative situations, then apply what they have learned appropriately as they express themselves in the target language. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | **Task Type and Frequency**: Short writing assignments and/or exams requiring both discrete and open-ended responses in Spanish**Overall Grading Weight**: Writing assignments approximately 10-20%; Exams approximately 30-60%**Expected Proficiency Rate**: 75%**Rationale**: After learning new vocabulary and grammatical structures, students must be able to integrate what they have learned in order to respond appropriately in various contexts and to demonstrate their understanding of the language. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type and Frequency**: Short writing assignments and/or exams requiring both discrete and open-ended responses in Spanish**Overall Grading Weight**: Writing assignments approximately 10-20%; Exams approximately 30-60%**Expected Proficiency Rate**: 75%**Rationale**: The writing assignments and/or exams require students to work with the rules and structures they have learned to evaluate new information (listening or reading comprehension texts, for example) and integrate these with the principles they have learned.(Note: Although formal assessment will take place through writing assignments and/or exams, students must perform critical thinking in every class period and in all assignments. Each time they are asked a question or given an activity to complete, they must rapidly assess the context, evaluate possible responses [verb form, pronoun choice, syntactical arrangement, etc.], and apply their knowledge to construct an appropriate response. They are constantly integrating new material with their existing understanding since they are constantly building on what they have already learned.) |

**PLAN FOR LEARNING OUTCOMES
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks**  | Knowledge of elements important to members of another culture | **Task Type and Frequency**: Short writing assignments and/or exams with sections on cultural readings**Overall Grading Weight**: Writing assignments approximately 10-20%; Exams approximately 30-60%**Expected Proficiency Rate**: 75%**Rationale**: Cultural information, including short readings on history, artists, musicians, sports, food, customs, etc. are found in every chapter. Through these readings students acquire an understanding of many of the issues important to members of the target culture(s). (Note: In SN 101 many of the cultural readings are in English. In SN 102 more of these texts are in Spanish.) |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | **Task Type and Frequency**: Short writing assignments and/or exams with sections on cultural readings**Overall Grading Weight**: Writing assignments approximately 10-20%; Exams approximately 30-60%**Expected Proficiency Rate**: 75%**Rationale**: Cultural information, including short readings on history, artists, musicians, sports, food, customs, etc. are found in every chapter. Through these readings students encounter ideas and traditions which vary from their own, from typical foods/drinks, to holiday celebrations, to the tradition of the siesta, to negotiating with vendors. In addition, Spanish is spoken as a native language in 20 different countries, so these ideas and traditions vary widely around the Spanish-speaking world. (Note: In SN 101 many of the cultural readings are in English. In SN 102 more of these texts are in Spanish.) |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | **Task Type and Frequency**: Short writing assignments and/or exams with sections on cultural readings**Overall Grading Weight**: Writing assignments approximately 10-20%; Exams approximately 30-60%**Expected Proficiency Rate**: 75%**Rationale**: Cultural information, including short readings on history, artists, musicians, sports, food, customs, etc. are found in every chapter. Similar to “awareness of multiple cultural perspectives,” students not only encounter the cultural diversity found around the Spanish-speaking world, but are also encouraged to engage with those differences and compare value systems from different cultures. Additionally, although study abroad is not required, all basic language programs encourage students to take advantage of opportunities to live abroad and therefore these cultural readings are often a point of departure for discussions about differing value systems which students may encounter should they take part in a study abroad program. (Note: In SN 101 many of the cultural readings are in English. In SN 102 more of these texts are in Spanish.) |
| **Ethical Issue Recognition**  | Awareness of ethical issues as they relate to cultures | **Task Type and Frequency**: Short writing assignments and/or exams with sections on cultural readings**Overall Grading Weight**: Writing assignments approximately 10-20%; Exams approximately 30-60%**Expected Proficiency Rate**: 75%**Rationale**: A number of the cultural readings address topics with ethical implications, such as minority cultures in the Spanish-speaking world, organically-grown/locally-produced foods, endangered species, and free health care. (Note: In SN 101 many of the cultural readings are in English. In SN 102 more of these texts are in Spanish.) |

SYLLABUS – SN 102 Assistant Professor Amy Orf

Elementary Spanish 2 Office: Whitman 170

Fall 2015 Office hours: MR 1-2:30pm

Sec. 1 MTWR 8-8:50am, Whitman 124 Office phone: 227-1876

Sec. 2 MTWR 9-9:50am, Whitman 124 E-mail: aorf@nmu.edu

DIVISION V – FORMAL COMMUNICATIONS STUDIES:

This course satisfies the formal communication studies requirement. According to the *Undergraduate Bulletin*, “These courses are designed to introduce students to the ways in which information and ideas are expressed using a communication system other than English. Such courses should foster the student’s ability to conceptualize and communicate in an orderly, rational manner.”

PREREQUISITE:

SN 101 or one year of high school Spanish. If you have prior experience with Spanish you should take the online placement test to see if you are ready for a higher level of Spanish. The placement test is available at [http://webcape.byuhtrsc.org?acct=nmu](http://webcape.byuhtrsc.org/?acct=nmu). The password is wildcats1. You may not be aware, but the Department of Modern Languages gives (**FREE**!) advanced placement credit to students who pass a higher level of Spanish with a B or better. For instance, if you pass SN102 with a B or better, you will receive credit for SN101; if you pass SN201 with a B or better, you will receive credit for SN102. If you are unsure about your level of Spanish after taking the placement test, please let me know and I can help you choose the correct class.

COURSE OUTCOMES:

Students will continue to practice the four skills (listening, speaking, reading, and writing) essential to communicating in Spanish. By the end of the course, students will be able to:

* use basic Spanish vocabulary related to shopping, daily routine, food, holidays, and health (as measured by quizzes and/or exams)
* conjugate regular and some irregular verbs in the preterit and the imperfect (as measured by quizzes and/or exams)
* use forms of the preterit and the imperfect to communicate about the past at the basic level (as measured by the final exam)
* use direct and indirect object pronouns at the basic level (as measured by quizzes and/or exams)
* recall cultural information about several Spanish-speaking countries (as measured by exams)

REQUIRED TEXTS:

1) *Vistas: Introducción a la lengua española* (4th edition)

2) *Vistas* Supersite code

3) Red pen for correcting review sheets

GRADING SCALE:

Participation 10%

Homework/Review sheets 10%

Quizzes 20%

Unit Exams 40%

Final Exam 20%

ATTENDANCE/PARTICIPATION

A student must constantly hear and speak a foreign language in order to truly learn it and be able to use it in real-life situations. Learning a foreign language is much like learning to play a musical instrument or a sport. The more time you spend practicing, the better you will perform. You cannot learn by just sitting back and watching/listening. Furthermore, your performance in this class will directly affect the performance of every other student in this class. When all students attend, are prepared, and participate, the entire class will benefit (learn more, get more practice, etc.). Conversely, when students are absent, are unprepared, or do not participate, the entire class will suffer (more time repeating same information, less time for practice). Therefore, you are expected to attend class every day, to arrive on time, to be prepared for class, to pay attention, to be respectful and cooperate with others, and to participate actively in SPANISH in class discussions as well as group and pair work. I will call on you, so be prepared to contribute. Your participation grade will be lowered if you arrive late, are unprepared for class, cannot give an answer when called on, chat while the professor or another student is speaking, or if you sleep, read the paper or your e-mail, surf the web, do homework for this or another class, or otherwise disrupt the class. **Unexcused absences will have a drastic impact on your final grade. In addition to affecting your participation grade, your final class grade will be lowered 1/3 of a letter grade for each unexcused absence beyond a grace period of 3.** **Furthermore, you will not be allowed to make up any missed work.** An absence may be excused only in documented cases of sickness, accident, emergency, death of a family member, or religious holiday. It is your responsibility to contact the instructor outside of class to explain circumstances, furnish documentation, and find out what you missed (by e-mail, phone, or appointment). All decisions regarding excused absences will be rendered by the instructor, and all missed work must be made up within one week.

COMPUTER/CELL PHONE USAGE:

I require your mental presence in class, as well as your physical presence. Therefore, computers should not be used during class unless I specifically request that you bring them. **If you use your computer or cell phone to read email, text, or surf the web**, **you will be counted absent.**

HOMEWORK:

You will complete assigned activities on the *Vistas* Supersite for each chapter covered. All assignments and due dates will be indicated on the Supersite. The Supersite automatically grades each activity based on the correctness of your answers. You may complete exercises over again if you want to try to improve your score, but they must be completed before the due date.

REVIEW SHEETS:

You will complete a review sheet for each chapter covered. You will take the review sheet to the Language Lab (LRC 111i) to have a tutor go over it with you and sign it. You will receive a grade of either complete or incomplete. **You must correct the review sheet carefully with a red pen and have the signature of the tutor in order to receive credit for the assignment.**

QUIZZES:

You will have frequent short quizzes based on material covered previously in class, usually vocabulary and/or grammar. Specific topics will be announced in class. **A quiz may be made up only if the student has a documented excuse**, in which case the quiz must be made up within one week.

EXAMS:

You will have four unit exams, one for each of Lessons 6-9, as well as a cumulative final. **An exam may be made up only if the student has a documented excuse**, in which case the exam must be made up within one week.

POLICY ON LATE WORK:

Because everything we learn in a language class is cumulative, and because the efficient use of class time depends on the students’ preparedness, **it is necessary that you complete assigned homework on time. Late work will be accepted only if the student has a documented excuse,** in which case the missed work must be made up within one week**.**

POLICY ON PENMANSHIP:

If I can’t read it, it’s wrong. Be sure to write clearly, or type if necessary!

ACADEMIC DISHONESTY

Please review the *NMU Student Handbook* for university policies related to academic dishonesty. Unless otherwise specified, students are expected to complete all work on their own, including homework and exams. Any student suspected of academic dishonesty will be immediately reported to the Dean of Students. **Penalties may range from an F in the course to suspension or expulsion from NMU. Please note that I do not give second chances**.

DISABILITY SERVICES:

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office by: coming into the office at 2001 C. B. Hedgcock; calling 227-1700; or e-mailing disserv@nmu.edu.  Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

TENTATIVE SCHEDULE:

Lesson 6

LABOR DAY: Monday, September 7 NO CLASS

Exam: Thursday, September 17

Lesson 7

Exam: Tuesday, October 6

Lesson 8

Exam: Thursday, October 22

Lesson 9

Exam: Tuesday, November 10

Lesson 10

THANKSGIVING BREAK: November 23-26 NO CLASS

**Final Exam: Monday, December 7, 8am-9:50**