**General Education Course Inclusion Proposal**

**Effective Communication**

*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:** Spanish 202 Intermediate Spanish II

**Home Department:** Department of Modern Languages and Literatures

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

 Tim Compton tcompton@nmu.edu x1107

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

**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**

SN202 Intermediate Spanish II is the fourth semester in the study of Spanish and a continuation of SN201 Intermediate Spanish I. This course continues to incorporate more reading, writing and conversation SN201 and continues to develop students’ understanding of Hispanic cultures. At the same time, students hone their abilities as they begin to master the four basic skills of communication (reading, writing, speaking, listening). During this course, students focus on implementing and recognizing grammatical forms contextually in authentic texts. Additionally, their writing skills are reinforced and refined through process writing assignments. In the course of the semester students learn to transfer many of the skills they use daily in their native language to the target language. For example, their ability to figure out unrecognizable words from context, to express and convey insight or information they have acquired.

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

Students practice the four language skills essential for communication: reading, writing, speaking, and listening. Students work with the course materials and learn how to respond critically to new ideas, figure out new words from context, engage in discussion with people around them, and convey insights or information that they have acquired—all in Spanish. By the end of the semester, students have significantly improved their ability to communicate in an effective and sophisticated manner, and have encountered numerous opportunities to integrate and evaluate new perspectives and knowledge.

**Critical Thinking Component**: Critical Thinkingis an important learning outcome of SN202 as students will engage critically with the Spanish language as well as Hispanic cultures through authentic texts and films. Students then produce creative and analytical writing based on examples they have studied. Students individually evaluate evidence by examining authentic Spanish-language texts, and through peer review; critically evaluate and integrate what they have learned by applying the evidence they find within texts to their own writing and speaking; and ultimately create their own compositions.

**Effective Communication Component**: Effective Communication is an important element in SN202 as students practice the four skills of communication: reading, writing, speaking, and listening. Therefore, reading more complex texts; writing and editing compositions through process writing; and the ability to express and convey information orally are emphasized. Students must process, assess and utilize the target language at more advanced levels (using more complex grammatical structures, understanding expressions and idioms, learning new vocabulary by interpreting cultural and contextual clues). Students not only learn more advanced rules of word formation and sentence structure in order apply that information in new, communicative situations, they also integrate and evaluate and utilize these advanced grammatical structures in more complex ways for effective communication.

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

This is an intermediate-level course that is intended for any student who has successfully passed SN201 Intermediate Spanish I (with a C or better) or has had at least three years of high school Spanish courses.

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

Many students who take this course are Spanish majors or minors, but it is open to all University students who have either successfully completed SN201: Intermediate Spanish I (with a C or better) or have had at least three years of high school Spanish courses.

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

This course is taught in Spanish.

**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**: 2-3 short writing assignments and/or tests**Overall Grading Weight**: approximately 15-25%**Expected Proficiency Rate**: 75%**Rationale**: Students will evaluate different language options and determine, based on the basic components of these options, which is the most appropriate for the situation (e.g., formal or informal address) Once students evaluate the context, or evidence, of a situation, they can apply what they have learned to appropriately 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**: 2-3 short compositions and/or tests**Overall Grading Weight**: approximately 15-25%**Expected Proficiency Rate**: 75%**Rationale**: After learning new vocabulary and grammatical structures, students integrate what they have learned into various contexts and apply their language skills to express themselves. Negotiating new vocabulary and grammar, and drawing on their knowledge to create new structures demonstrates a mastery of the materials taught and the ability to apply their understanding of the language in new situations. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type and Frequency**: 2-3 short compositions and/or tests**Overall Grading Weight**: approximately 15-25%**Expected Proficiency Rate**: 75%**Rationale**: The writing assignments require students to work with the rules and structures they have learned to evaluate new information (reading comprehension texts, for example) and integrate these with the principles they have learned. |

**PLAN FOR LEARNING OUTCOMES
EFFECTIVE COMMUNICATION**

*Attainment of the EFFECTIVE COMMUNICATION 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** |
| **Central Message and Structure** | Central message is the primary focus (main idea or thesis) of the work. Structure is the arrangement of the parts or elements of the work that aids in understanding which includes being coherent, logical, and complete.  | **Task Type and Frequency***:* 1-3 short compositions and/or test~~s~~ writing sections**Overall Grading Weight***:* 10-25%**Expected Proficiency Rate***:* 75%**Rationale**: To enhance ability to express ideas and structure writing in Spanish. Compositions and/or test writing sections will be assessed for grammatical structure, central message, quality and coherence in Spanish. |
| **Substantiation** | Substantiation includes solid reasoning and valid evidence supports conclusions; sources are documented in accordance with disciplinary conventions | **Task Type and Frequency***:* 1-3 short compositions and/or test~~s~~ writing sections**Overall Grading Weight***:* 10-25%**Expected Proficiency Rate***:* 75%**Rationale**: To enhance ability to express and substantiate ideas in Spanish. Assignments will be assessed for structured reasoning and grammatical coherence in Spanish. |
| **Delivery-Written** | Text (clear, readable, consistent with disciplinary conventions and standard written conventions including proofreading and proper syntax etc.) appropriate to the purpose and audience. | **Task Type and Frequency***:* 1-3 short compositions and/or test~~s~~ writing sections**Overall Grading Weight***:* 10-25%**Expected Proficiency Rate***:* 75%**Rationale**: To express ideas in written Spanish. Assignments will be assessed based on written clarity and grammatical structure in Spanish, appropriate to the purpose of the assignment and audience. (Some assignments may include formal or informal registers.) |
| **Delivery-Oral** | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) and audio/visual aids appropriate to the purpose and audience. | **Task Type and Frequency***:* 1-2 oral exams and/or presentations**Overall Grading Weight***:* 5-25%**Expected Proficiency Rate***:* 75%**Rationale**: To express ideas in oral Spanish. Oral assignments will be assessed based on clarity and grammatical structure in Spanish, appropriate to the purpose of the oral exam and/or presentation. (Some assignments may include formal or informal registers.) |

**NORTHERN MICHIGAN UNIVERSITY**

**SPANISH 202: Intermediate Spanish II**

**BULLETIN DESCRIPTION**: SN202 is a continuation of SN201. Students do considerably more reading and writing than in prior courses. The course expands their cultural and linguistic proficiency.

**PREREQUISITE**: SN201 (passed with a **C or better**) or three years of high school Spanish.

**COURSE OBJECTIVES/ASSESSMENT**: Students will practice the four basic skills of communication (listening, speaking, reading and writing) essential to communicating in Spanish. You will build on your skills in using the past, present and future tenses in both oral and written communication and you will be introduced to new grammar concepts. Evaluation of these objectives will be through written assignments, tests and oral interviews. (See below for more information.)

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| **Ability/Skill to be Learned/Reviewed** | **Evidenced/Measured by** |
| use process writing to write 3, progressively-longer compositions | compositions |
| improve control of written narration in past, present and future tenses | compositions |
| improve control of oral narration in past, present and future tenses | oral interviews |
| build upon and improve Spanish grammar structures | compositions, oral interviews, tests |

**REQUIRED TEXTBOOK**: *Imagina*, Blanco y Tocaimaza-Hatch, 2nd edition (textbook and Supersite code)

**RECOMMENDED**: 501 Spanish verbs

 good Spanish-English dictionary (Larousse, Harper Collins, U of Chicago)

Your final course grade will be calculated according to the following:

 10% Attendance, Participation

 15% Homework (Supersite, Voice Recordings, miscellaneous)

 15% Compositions

 10% Oral Interviews

 15% Quizzes

 25% Chapter Tests

 10% Final Exam

**GRADING SCALE:**

A = 93-100 B+ = 87-89 C+ = 77-79 D+ = 67-69

A- = 90-92 B = 83-86 C = 73-76 D = 63-66

 B- = 80-82 C- = 70-72 D- = 60-62

**WEEK I** Presentations; Review of SN201; Lesson 6

**WEEK II** Lesson 6; Vocab quiz

**WEEK III** Lesson 6

**WEEK IV** Lesson 6; Exam; Writing Workshop; Lesson 7

**WEEK V** Lesson 7; Vocab quiz

**WEEK VI** Lesson 7; Exam; Lesson 8

**WEEK VII** Lesson 8; Vocab quiz

**WEEK VIII** NO CLASS

**WEEK IX** Lesson 8; Exam; Writing Workshop; Lesson 9

**WEEK X** Lesson 9; Vocab quiz; Oral Interviews

**WEEK XI** Lesson 9; Exam; Lesson 10

**WEEK XII** Lesson 10; Vocab quiz

**WEEK XIII** Lesson 10; Exam

**WEEK XIV** Review; Writing Workshop

**WEEK XV** Review; Oral Interviews