**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 301: Advanced Spanish I

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

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

Tim Compton [tcompton@nmu.edu](mailto:tcompton@nmu.edu) x1107

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

**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**

An advanced course which serves to enhance students’ knowledge of Spanish grammar, as well as improve their competencies in speaking, listening, and writing.

**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.

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

This is an advanced-level course intended mainly for Spanish majors and minors.

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

This course is required for all majors and minors 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:* Written assignments that will involve the assessment of the quality of information  *Frequency:* approximately two-four times per semester  *Overall grading weight:* 10-20%  *Expected Proficiency Rate:* 80%  *Rationale:* Students work with linguistic registers (formal and informal address, for example) and learn to assess communicative situations and apply what they have learned appropriately as they express themselves in the target language.  -----------------------------------------------------------------  *Task Type:* Essay section of final exam that requires the integration of insights and reasoning to reach a conclusion  *Frequency:* once per semester  *Overall grading weight:* 20-30%  *Expected Proficiency Rate:* 80%  *Rationale:* After learning new vocabulary, students must be able to 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.  *Task Type:* Homework requiring the integration of insight and reasoning in relation to literary or journalistic works read  *Frequency:* daily-weekly  *Overall grading weight:* 10-20%  *Expected Proficiency Rate:* 90%  *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.  --------------------------------------------------------------------------  *Task Type:* In-class discussion (when graded as participation) focused on the evaluation of information and ideas  *Frequency:* Daily  *Overall grading weight:* 5-10%  *Expected Proficiency Rate:* 90% |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines |

**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.*

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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:* Written assignments, Presentation, and/or Final Project/Exam addressing the dimension(s) of central structure and message  *Frequency:* Written assignments: 1-4 times per semester; Presentation: zero-once; Final project: once  *Overall grading weight:* Written assignments: 10-20%; Presentation: 0-10%; Final project: 20-30%  *Expected Proficiency Rate:* 80%  *Rationale:* Some students will be able to successfully pass the course (given the many grading components) but not meet proficiency in this particular dimension. |
| **Substantiation** | Substantiation includes solid reasoning and valid evidence supports conclusions; sources are documented in accordance with disciplinary conventions | *Task Type:* Written assignments, Presentation, and/or Final Project/Exam incorporating significant substantiation and use of evidence  *Frequency:* Written assignments: 1-4 times per semester; Presentation: once; Final project/exam: once  *Overall grading weight:* Written assignments: 10-20%; Presentation: 10%; Final project/exam: 20-30%  *Expected Proficiency Rate:* 80%  *Rationale:* Some students will be able to successfully pass the course (given the many grading components) but not meet proficiency in this particular dimension. |
| **Delivery-Written** | Text (clear, readable, consistent with disciplinary conventions and standard written conventions including proofreading and proper syntax etc.) appropriate to the purpose & audience. | *Task Type:* Written assignments and/or Final Project or Exam to demonstrate the clarity and readability of students’ written Spanish  *Frequency:* Written assignments: 1-4 times per semester; Final project/exam: once  *Overall grading weight:* Written assignments: 10-20%; Research Project: 20-30%  *Expected Proficiency Rate:* 80%  *Rationale:* Some students will be able to successfully pass the course (given the many grading components) but not meet proficiency in this particular dimension. |
| **Delivery-Oral** | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) and audio/visual aids appropriate to the purpose and audience. | *Task Type:* Presentations, debates, and/or in-class discussion to demonstrate appropriate delivery techniques and skill level of oral Spanish  *Frequency:* variable  *Overall grading weight:* 15-20%  *Expected Proficiency Rate:* 80%  *Rationale:* Some students will be able to successfully pass the course (given the many grading components) but not meet proficiency in this particular dimension. |