

Core Course Review Documentation

Foundational Component Area: Language, Philosophy & Culture

Component Area Option? No

Yes – Cultural & Global Understanding

Yes – Undergraduate Inquiry & Creativity

Proposed Course: Spanish 2133 Intermediate Spanish I
Credit Hours: 3 hours
Proposed by: Department of Foreign Languages
Date: 10 February 2017

Please document how the proposed course meets each of the following requirements. (You may provide a written explanation or copy and paste the appropriate information from the syllabus.)

1. Content: The language teaching community agrees that learning language and culture are inextricably connected. Thus, this course focuses on developing students' Spanish-language bilingual/bicultural proficiency through modes of communication that reflect real life communication in the varied cultures of the Spanish-speaking world. By employing interpersonal, interpretive and presentational communicative modes in the target language, students will explore the ideas, values, beliefs and other cultural aspects of Spanish-speaking peoples across the world and how these aspects work together to affect human experience.

Examples of specific content areas students may explore:

- Educational systems in the Hispanic world
 - The role of the family, dating habits, holidays, and traditions
 - Spain's influence on Latin America and around the world (language, history, culture)
 - Indigenous peoples of Latin America and their continuing influence
 - Immigration within, from, and to the Hispanic world
 - Hispanic influence in the U.S.
2. Skills: This course involves the development of specific grammar, vocabulary and idiomatic usage in the context of the varied cultures of the Spanish-speaking world for the purpose of exploring ideas that foster aesthetic and intellectual creation in order that students may understand the human condition across cultures. The following are examples of student-centered learning activities and experiences that foster the development of required language skills and simultaneously foster aesthetic and intellectual creation and cross-culture understanding. The following are based on examples from *Partnership for 21st Century Skills*, www.P21.org (published 03/11), as well as the American Council on the Teaching of Foreign Language (ACTFL) *World Readiness Standards* (2015):

Outcomes: Students will develop specific grammar, vocabulary and idiomatic usage in the context of the varied cultures of the Spanish-speaking world, and by the end of the first semester of the second-year study, students will be able to:

- Describe and illustrate aspects of the cultures of Spanish-speaking countries and make comparisons between these cultures and their own culture(s) using intermediate-level linguistic structures and vocabulary in the target language.
 - Evaluate their own values, behaviors and worldviews on the socio-cultural topics presented and compare these to those of Spanish-speakers.
 - Speaking skills (ACTFL Intermediate Mid level): able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.
 - Writing skills (ACTFL Intermediate Mid level): able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other topics of interest. The writing style closely resembles oral discourse, and can be understood readily by natives used to the writing of non-natives.
 - Listening skills (ACTFL Intermediate High level): able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.
 - Reading skills (ACTFL Intermediate Mid level): able to understand conventional narrative and descriptive texts with a clear underlying structure.
3. Assessment of Core Objectives: The core objectives for the Language, Philosophy and Culture Foundational Component Area are addressed in this course according to the following descriptions. Students will demonstrate their mastery of the core objectives in a Personal Reflection Essay or Project on a cultural topic(s) of their choosing and/or a cultural topic(s) presented by the instructor. A global assessment rubric will be used for measuring students' mastery of the core objectives according to the following:
- Core Objective 1. Critical Thinking Skills: Students will demonstrate creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.

- Core Objective 2. Communication Skills: Students will demonstrate effective development, interpretation and expression of ideas through written, oral and/or visual communication.
 - Core Objective 3. Personal Responsibility: Students will demonstrate the ability to connect choices, actions and consequences to ethical-decision making.
 - Core Objective 4. Social Responsibility: Students will demonstrate intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities.
4. Additional Information: Provide any additional information supporting course inclusion in the core (optional).

PLEASE ATTACH THE FOLLOWING

1. Syllabus
2. Assessment for Core Objective 1
3. Assessment for Core Objective 2
4. Assessment for Core Objective 3
5. Assessment for Core Objective 4 [With the exception of Math.]

Spanish 2133 Core Curriculum Assessment
Rubric for Evaluation of Personal Reflection Essay/Project

Student: _____ Section: _____
Semester: _____ Points: _____ Converted Score: _____

	Excellent	←————→		Satisfactory	←————→		Failing
Critical Thinking Skills: Essay demonstrates creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.	4	3 ½	3	2 ½	2	1 ½	1 ½ 0
Communication Skills: Essay demonstrates effective development, interpretation and expression of ideas through written, oral and/or visual communication.	4	3 ½	3	2 ½	2	1 ½	1 ½ 0
Personal Responsibility: Essay demonstrates the ability to connect choices, actions and consequences to ethical-decision making.	4	3 ½	3	2 ½	2	1 ½	1 ½ 0
Social Responsibility: Essay demonstrates intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities.	4	3 ½	3	2 ½	2	1 ½	1 ½ 0

Conversion to 100-point scale chart

16	100%	8	60%
15.5	97%	7.5	57%
15	95%	7	55%
14.5	93%	6.5	53%
14	90%	6	50%
13.5	87%	5.5	47%
13	85%	5	45%
12.5	83%	4.5	43%

12	80%	4	40%
11.5	77%	3.5	37%
11	75%	3	35%
10.5	73%	2.5	33%
10	70%	2	30%
9.5	67%	1.5	27%
9	65%	1	25%
8.5	63%	.5	23%

Content

- 0 No personal reflection essay turned in and/or missing two or more assignments.
- 1 Includes personal reflection essay, but missing two assignments and/or no single component nor the reflection essay meets minimum content required (see 4).
- 2 Includes personal reflection essay, but missing one assignment and/or two assignments or the reflection essay does not meet the minimum content required (see 4).
- 3 Includes personal reflection essay and the three assignments, but one assignment or the reflection essay does not meet the minimum content required (see 4).
- 4 Includes the personal reflection essay, the three assignments and each of these meets or exceeds the minimum requirements of **at least one page** per topic or **at least ½ page** for assignments of alternate format (e.g. musical, theatrical, artistic, culinary presentations)

Critical Thinking Skills

- 0 Inadequate research. No analysis, evaluation or synthesis of information
- 1 Direct extraction of information from sources with no interpretation or evaluation. Sources are assumed reliable and experts' viewpoints accepted as fact.
- 2 Extraction of information from sources, but inadequate for coherent analysis or synthesis. Sources are assumed reliable and experts' viewpoints are taken as mostly fact.
- 3 Adequate research, coherent analysis and synthesis. Reliable and expert sources questioned.
- 4 Sufficient research and thorough analysis and synthesis. Reliable and expert sources verified or questioned thoroughly.

Communication Skills

- 0 **Target language:** No knowledge of or sensitivity toward differences in verbal or nonverbal communication. Little to no use of learned structures and vocabulary. Communication is often meaningless and/or unintelligible.

English: Does not use appropriate nor relevant content. Does not develop even simple ideas. Meaning is impeded by significant errors in usage.

- 1 Target language:** Minimal understanding of cultural differences in verbal or nonverbal communication. Isolated use of some learned structures and/or vocabulary. Communication often unclear and not easily understandable.

English: Uses appropriate and relevant content to develop simple ideas in some parts of the work. Uses language that sometimes impedes meaning because of errors in usage.

- 2 Target language:** Use of some learned structures and vocabulary for somewhat meaningful oral and/or written communication. And/or identifies some cultural differences in verbal and nonverbal communication.

English: Uses appropriate and relevant content to develop and explore ideas throughout most of the work. Generally conveys meaning although may include some errors.

- 3 Target Language:** Adequate use of learned structures and vocabulary for generally meaningful oral and/or written communication. And/or basic understanding of cultural differences in verbal and nonverbal communication.

English: Uses appropriate, relevant and compelling content to explore ideas throughout the whole work. Uses straightforward language that conveys meaning and has few errors.

- 4 Target Language:** Effective use of learned structures and vocabulary for *meaningful* oral and/or written communication. And/or complex understanding of cultural differences in verbal and nonverbal communication.

English: Uses appropriate, relevant and compelling content to convey understanding throughout the whole work. Skillfully communicates meaning. Virtually error-free.

Personal Responsibility

- 0** No personal reflection essay presented or personal reflection essay presented *does not attempt to identify or discuss core beliefs, origins of core beliefs, nor basic, obvious ethical issues*. No position stated.

- 1** Identifies some core beliefs. Recognizes only extremely basic and obvious ethical issues. No evident understanding or complex issues or interrelationship of issues. Only vague reference to a position. Does not identify objections to, assumptions, nor limitations of different ethical perspectives. No connection made between actions and consequences implied by a position.

- 2** States either core beliefs or origins of core beliefs but not both. Recognizes basic and obvious ethical issues but not more complex issues nor relationships between issues. States a position but does not state objections to, assumptions and limitations of different ethical perspectives. Makes limited connections between actions and consequences implied by his/her position.

- 3** States core beliefs in basic terms and makes connections to their origins. Recognizes and identifies most complex ethical issues and relationships between issues. States a position, but does not recognize all objections to, assumptions or implications of different ethical perspectives. Draws basic connections between actions and consequences implied by his/her position.

- 4** Discusses core beliefs and their origins. Recognizes and identifies complex ethical issues and relationships between issues. States a position, recognizes objections to, assumptions and implications of different ethical perspectives. Discusses the actions and consequences implied by his/her position.

Social Responsibility

- 0** No apparent awareness or evaluation of one's own values, behaviors and worldviews. No evidence of connections or comparisons with those of target language speakers. No identification of knowledge relevant to personal civic engagement.

- 1** Minimal awareness of one's own values, behaviors and world views with no or extremely limited evaluation and/or connections and comparisons with those of target language speakers. Begins to identify knowledge that is relevant to personal civic engagement.

- 2** Awareness of the one's own values, behaviors and world views but with little considered evaluation and limited connections and comparisons with those of target language speakers. Begins to connect knowledge to personal civic engagement.

- 3** Adequate evaluation of one's own values, behaviors and world views through well-considered connections and comparisons with those of target language speakers. Analyzes knowledge and makes relevant connections to one's personal civic engagement.

- 4** Thoughtful evaluation of the one's own values, behaviors and world views through insightful connections and comparisons with those of target language speakers. Connects and extends knowledge to one's own civic engagement.

- Personal Responsibility: Students will demonstrate the ability to connect choices, actions and consequences to ethical-decision making.
- Social Responsibility: Students will demonstrate intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities

POLICIES

1. Attendance and Participation. Please note that participation and attendance contribute 10% toward the final grade in this course. This grade component will be based on a combination of attendance (5%) and participation (5%).

Attendance: Attendance in class is fundamental to the acquisition of language knowledge and ability. It should be understood that enrollment in the class represents a commitment to be in class, every day of class, for the entire class period. If you cannot attend class for some reason, such does not mean that you have the right to simply skip that information but, rather, that you must make a double effort on your part to find out what you missed and what you need to do for the next class period. In fact, the attendance grade is based on your being in class for the entire 80 minute period. Arriving more than 10 minutes after the class start-time will result in a deduction of 1 point from your overall attendance grade (each occurrence); arriving after 30 minutes will result in a deduction of 2 points (each occurrence). Each absence lowers your attendance grade by 3 points.

Participation points will be awarded by the instructor in the form of *papelitos* (or little pieces of paper). The cumulative number of signed and dated *papelitos* that you have turned in throughout the semester will be your participation grade for the semester. *Papelitos* are awarded for your active participation in classroom activities in the target language (Spanish) and your volunteering to answer the instructor's questions in Spanish. Students may earn up to a maximum of 9 *papelitos* per week, which would result in approximately 2 bonus points added to your semester average. (NOTE: **speaking with classmates in English is grounds for the revocation of a *papelito***). Don't worry about speaking perfect Spanish, just speak. Accuracy will come with practice.

2. Absences. No absence will be "excused" without written document (your telling me orally does not suffice), and only then will it be excused if it involves an official university activity, illness, death, or other catastrophic event. Any unexcused absence will result in a "0" for that day's activities; grades for excused absences will be treated as per #7, below.
3. Homework and Quizzes. Regular assignments will be made from the text and from other sources (these will be detailed on the D2L class site which you should check every day). Students are expected to prepare homework (*tarea*) as assigned, every day, and place it on the teacher's desk when they walk into the classroom at the beginning of the class period. Only homework turned in at the beginning of class will be accepted. Independent study of grammar and vocabulary is also expected. Frequent quizzes, based on homework and class work, will be given—in part—so that you will know what you need to study even more before the exam; in fact, one will most probably be given at the beginning and/or end of the class period every day as well as on D2L every week. Graded homework will be 10% of your final grade; quizzes will be 10% of your final grade. No late work is accepted, and no make-up quizzes are given (see #7, below).
4. Compositions. Students will write three compositions to demonstrate their ability to use acquired vocabulary, language structures, and cultural information. The compositions will be written in class. No dictionaries, or "make-ups," will be allowed. The three compositions will equal 20% of your semester average.

5. Core Objectives Assessment: The *Personal Reflection Essay or Project* serves as an assessment of a student's performance of the core curriculum objectives of Critical Thinking Skills, Communication Skills, Social and Personal Responsibility in the specific context of this course. This essay/project is 10% of your grade. **NOTE: Non-completion of this assignment will automatically result in a grade of "Incomplete" (I) for the class, in lieu of any passing grade.** The subject of the essay will be a cultural topic or topics chosen by the student or assigned by the instructor/professor according to her/his preference. The cultural topic chosen by the student or assigned by the instructor will present the student with an ethical dilemma or issue for resolution. Students should demonstrate that they have adequately researched (including the use of sources written in Spanish) and considered the topic in the framework of the core curriculum objectives. See the attached rubric for grading information.

A partial list of cultural topics (corresponding more or less to the topics presented in the chapters of the textbook covered this semester) follows. Please speak with the instructor for additional ideas and to narrow these general topics to a more specific aspect/researchable thesis concerning a particular ethical dilemma or issue for resolution.

- a) Educational systems in the Hispanic world
 - b) The role of the family, dating habits, holidays, and traditions
 - c) Spain's influence on Latin America and around the world (language, history, culture)
 - d) Indigenous peoples of Latin America and their continuing influence
 - e) Immigration within, from, and to the Hispanic world
 - f) Hispanic influence in the U.S.
6. Exams: There are three (after every two chapters). If you are absent from an exam, you must present an obituary, or documented proof of illness or university activity to your instructor, at which point your grade of zero will then be changed to missing (i.e., the other exams will count more); see #7, below.
 7. Late work and "make up." Late work is not accepted for credit. You may, if you so wish, turn work in late if you want to know what your mistakes are, but no credit will be given. There are no "make ups" of any type in this class; in the best of scenarios (i.e., you present written documentation to justify an "excused" absence), you will be assigned a grade of "missing" and the other grades in that section will count more.
 8. Student Honor Creed.
"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so. As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception. Thus, we, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student. We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed."
Written and adopted by the 2002-2003 MSU Student Senate

9. **Students with Disabilities.** The Americans with Disabilities Act, (ADA), is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, 397-4140.
10. **Safe Zones Statement.** The professor considers this classroom to be a place where you will be treated with respect as a human being – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor’s expectation that ALL students consider the classroom a safe environment.

GRADING COMPONENTS

The final grade will be based on the following factors:

Attendance	5%
Class Participation:	5%
Homework	10%
Quizzes:	10%
Compositions:	20%
Core Objectives Assessment Essay/Project	10%
Exams:	40%

General class calendar: see the D2L page for specific assignments for each class period.

Weeks 1-5	[dates] [date] [date]	Chaps Prelim-1 Composition 1 Exam 1
Weeks 6-10	[dates] [date] [date]	Chaps 2-3 Composition 2 Exam 2
Weeks 11-15	[dates] [date] [date] [date and time] -	Chaps 4-5 Composition 3 Core Objective Assessment Essay/Project due Final Exam (comprehensive)

**GLOBAL ASSESSMENT TOOL FOR ASSESSING CORE CURRICULUM OBJECTIVES OF
INTERMEDIATE SPANISH I – SPAN 2133**

PERSONAL REFLECTION ESSAY OR PROJECT

Description:

The *Personal Reflection Essay or Project* serves as an assessment of student's performance of the core curriculum objectives of Critical Thinking Skills, Communication Skills, Social and Personal Responsibility in the specific context of this course. The subject of the essay/project will be a cultural topic or topics chosen by the student or assigned by the instructor/professor according to the instructor's preference. The cultural topic chosen by the student or presented by the instructor will present the student with an ethical dilemma or issue for resolution. Students should demonstrate that they have adequately researched and considered the topic in the framework of the core curriculum objectives.

Format and submission of work:

The format and submission of the *Personal Reflection Essay/Project* will be determined by each instructor according to his/her preference. Each instructor may determine the extent, if any, to which he/she may require students to use the target language in the essay.

Criteria for Assessment of Personal Reflection Essay/Project

The core objectives for the Language, Philosophy and Culture Foundational Component Area are addressed in this course according to the following descriptions. A global assessment rubric will be used for measuring students' mastery of the core objectives according to the following:

- Critical Thinking Skills: Students will demonstrate creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
- Communication Skills: Students will demonstrate effective development, interpretation and expression of ideas through written, oral and/or visual communication.
- Personal Responsibility: Students will demonstrate the ability to connect choices, actions and consequences to ethical-decision making.
- Social Responsibility: Students will demonstrate intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities.

Rubric for Scoring Personal Reflection Essay/Project

Please see the attached document titled *Rubric for Assessment of the Personal Reflection Essay/Project*.

Target Level of Attainment

Sixty percent of students will obtain a score of 70 % or better on this global assessment of the core curriculum objectives specified above.