

LSC Use Only No: LSC Action-Date: UWUCC USE Only No. UWUCC Action-Date: Senate Action Date:
~~02-1086~~ 03-9a Appr 4/15/03 Appr 3/2/04

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Spanish and Classical Languages	Phone 724-357-7531/5596/2325

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

<u>Current Course prefix, number and full title</u> SPAN 221 Intermediate Spanish Conversation	<u>Proposed course prefix, number and full title, if changing</u> SPAN 220 Intermediate Spanish Grammar and Conversation
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2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Other
 New Minor Program New Track Catalog Description Change Program Revision

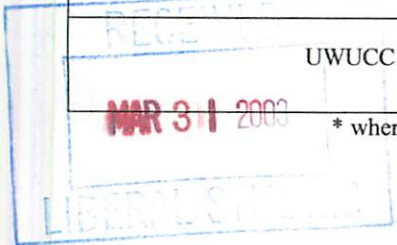
<u>Current program name</u>	<u>Proposed program name, if changing</u>
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4. Approvals

Approvals	Date
Department Curriculum Committee Chair(s) <i>Quinn A. Tolby</i>	02/25/03
Department Chair(s) <i>R. Roger Smith</i>	2-26-03
College Curriculum Committee Chair <i>Meeky</i>	3/26/03
College Dean <i>Salvatore</i>	3/19/03
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs <i>Gail Sechrist</i>	4/15/03

MAR 31 2003

* where applicable



1. NEW SYLLABUS OF RECORD

I. CATALOG DESCRIPTION

SPAN 220: Intermediate Spanish Conversation and Grammar

3c-0l-3cr

Prerequisite: Grade of "C" or better in SPAN 201 or equivalent.

Intensive work on oral communication skills with emphasis on vocabulary building, pronunciation, discourse strategies and grammar review.

II. COURSE OBJECTIVES

1. Students will demonstrate a command of oral language skills expressed with acceptable pronunciation and intonation.
2. Students will display the ability to speak, uninterrupted and with some detail, on a preassigned topic and to respond to unrehearsed questions relevant to the topic.
3. Students will comprehend oral speech delivered by the instructor, by native speakers and by electronic means withing a controlled framework of syntax and vocabulary.
4. Students will acquire a working vocabulary related to a variety of topics.
5. Students will be able to narrate in past, present, and future time with a high degree of grammatical accuracy, they will be able to deal with situations with minor complications, and they will show an ability to use subjunctive forms appropriately in controlled situations.
6. Students will acquire an appreciation of the cultures of the Spanish-speaking world.

III. COURSE OUTLINE

- A. Introduction to Conversational Strategies. (1 week)
Parts of Speech
- B. Initiating and Closing Conversations (1 week)
Present and Future, Comparisons
- C. Initiating and Building Topics (1 week)
"To Be" and Reflexives
- D. Description and Circumlocution (1 week)
Past Tenses
- E. Oral Reports (1 week)
- F. Requesting and Providing Information (1 week)
Perfect Tenses
- G. Planning and Organizing (1 week)
Written Grammar Exam
- H. Recounting Events, Listening to Anecdotes (1 week)
Subjunctive and Imperative
Oral Exam
- I. Managing Wishes and Complaints (1 week)
Past Subjunctive
- J. Giving and Receiving Advice (1 week)
Passive Voice
- K. Expressing and Reacting to Feelings (1 week)
Prepositions

- L. Oral Reports (1 week)
- M. Expressing and Responding to Opinions (1 week)
Gerund and Relative Clauses
- N. Arguing and Fighting Back (1 week)
Final Examination

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

- 20% Oral Reports (10% each). To be given on specific assignments. Students will be evaluated on these aspects of oral communication: use of appropriate vocabulary, appropriate grammatical structures, pronunciation, and fluency.
- 20% Oral Exam. It will evaluate the functional ability, interactional competence, grammatical accuracy and fluency.
- 15% Mid-Term Grammar Exam.
- 20% Class Participation. It will measure the students' readiness and participation in the activities of the class.
- 25% Final Examination (written and oral). It will cover the vocabulary, expressions, and the grammatical concepts covered during the semester.

Grading Scale: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 0-59

V. ATTENDANCE POLICY

Attendance is required. Students are allowed three unexcused absences during the semester. Absences may be excused only for 1) illness with documentation ,2) emergency (documentation may be required), and 3) university-sponsored educational activities.

VI. REQUIRED TEXTBOOK

Ascarrunz Gilman, Graciela, and Bijuesca, K. Josu. *Horizontes: Gramática y Conversación*. Boston: Heinle and Heinle, 1997.

VII. BIBLIOGRAPHY

Adair-Hauck, B. (1996). Practical whole language strategies for secondary and university level FL learners. *Foreign Language Annals*, 29, 253-270.

Brooks, F. B. (1992). Can we talk? *Foreign Language Annals*, 25, 59-71.

Celce-Murcia, M. (1991). Grammar pedagogy in second and foreign language teaching. *TESOL Quarterly*, 25, 459-479.

Cook, L. (1991). Cooperative learning: A successful college teaching strategy. *Innovative Higher Education*, 16, 27-38.

Ellis, R. (1998). Teaching and research: Options in grammar teaching. *TESOL Quarterly*, 32, 39-60.

Fotos, S., & Ellis, R. (1991). Communicating about grammar: A task-based approach.

TESOL Quarterly, 25, 605-628.

- Goldenberg, C. (1991). *Instructional conversations and their classroom implication*. Washington, D.C.: The National Center for Research on Cultural Diversity and Second Language Learning.
- Hadley, O. (1993). *Teaching language in context*. Boston, MA: Heinle & Heinle.
- Hall, J. K. (1999). The communication standards. In J. K. Phillips & R. M. Terry (Eds.), *Foreign language standards: Linking research, theories, and practices*. ACTFL Foreign Language Education Series (pp. 15-56). Lincolnwood, IL: National Textbook.
- Lee, J. (1995). Using task-based instruction to restructure class discussions. *Foreign Language Annals*, 28, 439-446.
- Liskin-Gasparro, J. E. (1996). Circumlocution, communication strategies, and the ACTFL proficiency guidelines: An analysis of student discourse. *Foreign Language Annals*, 29, 317-330.
- Magnan, S. S. (1986). Assessing speaking proficiency in the undergraduate curriculum: Data from French. *Foreign Language Annals*, 19, 429-438.
- Rueda, R., Goldenberg, C., & Gallimore, R. (1992). *Rating instructional conversations: A guide*. Washington, D. C.: The National Center for Research on Cultural Diversity and Language Learning.
- Sadow, S. A. (1994). "Concoctions": Intrinsic motivation, creative thinking, frame theory, and structured interactions in the language class. *Foreign Language Annals*, 27, 241-251.
- Salaberry, R. (1997). The role of input and output practice in second-language acquisition. *Canadian Modern Language Review*, 53, 422-453.
- Shrum, J. L., & Glisan, E. W. (1994). *Teaching language in context*. Boston, MA: Heinle & Heinle.
- Tharp, R., & Gallimore, R. (1991). *The instructional conversation: Teaching and learning in social activity*. Washington, D.C.: National Center for Research on Cultural Diversity and Second-Language Learning.
- Walz, J. (1996). The classroom dynamics of information-gap activities. *Foreign Language Annals*, 29, 481-494.

2. SUMMARY OF PROPOSED REVISIONS

The only change is the addition of a specific grammar component to the course.

3. JUSTIFICATION/RATIONALE FOR THE REVISION

This course is a bridge course between the basic courses (SPAN 101-201) and Intermediate Composition (SPAN 230). For that reason students need to work on grammar along with conversational skills. The current course format does not include a specific grammar component.

4. OLD SYLLABUS OF RECORD

Attached.

5. LIBERAL STUDIES APPROVAL

Not applicable.

4. OLD SYLLABUS OF RECORD

I. Catalog Description

SP 221 Intermediate Spanish Conversation

3c-01-3sh

Prerequisite: "C" grade or better in SP 201 or equivalent

Intensive work on oral communication skills with emphasis on vocabulary building, pronunciation, and discourse strategies. Required for all majors and minors.

II. Course Objectives

Students will demonstrate a command of oral language skills expressed with acceptable pronunciation and intonation.

Students will display the ability to speak, uninterrupted and with some detail, on a preassigned topic and to respond to unrehearsed questions relevant to the topic.

Students will comprehend oral speech delivered by the instructor, by native speakers and by electronic means within a controlled framework of syntax and vocabulary.

Students will acquire a working vocabulary related to a variety of topics.

Students will learn gestures, body language, as well as linguistic forms of communication appropriate to a given situation.

Students will acquire an appreciation of the Spanish-speaking people.

III. Course Outline

- A. Introduction to Conversational Strategies (1 week)
- B. Initiating and Closing Conversations (1 week)
- C. Initiating and Building Topics (1 week)
- D. Description and Circumlocution (1 week)
- E. Oral Reports (1 week)
- F. Requesting and Providing Information (1 week)
- G. Planning and Organizing (1 week)
- H. Recounting Events, Listening to Anecdotes (1 week)
- I. Managing Wishes and Complaints (1 week)
- J. Giving and Receiving Advice (1 week)
- K. Expressing and Reacting to Feelings (1 week)
- L. Oral Reports (1 week)
- M. Expressing and Responding to Opinions (1 week)
- N. Arguing and Fighting Back (1 week)

Final Examination

IV. Evaluation Methods

The final grade for the course will be determined as follows:

20% Oral Reports (10% each). To be given on specific assignments. Students will be evaluated on these aspects of oral communication: use of appropriate vocabulary, appropriate grammatical structures, and fluency.

20% Oral Exam. It will evaluate the functional ability, interactional competence, grammatical accuracy and fluency.

15% Quizzes. To be given unannounced on the material assigned for class.

20% Class participation. It will measure the students' readiness to take part in the activities of the class.

25% Final examination (written and oral). It will cover the vocabulary, expressions, and integration of the grammatical concepts applied in conversation during the semester.

IV. Required Textbook

Imagine!. Kenneth Chastain and Gail Guntermann. Boston: Heinle and Heinle, 1987.