

Washtenaw Community College Comprehensive Report

SPN 101 Beginning Conversational Spanish I

Proposed start term: Fall 2010

Course Cover

Division: Humanities and Social Science

Department: Foreign Language

Discipline: Spanish

Course Number: 101

Org Number: 11490

Full Course Title: Beginning Conversational Spanish I

Transcript Title: Beg Conversational Spanish I

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Course discipline code & number

Course description

Credit hours

Total Contact Hours

Outcomes/Assessment

Objectives/Evaluation

Rationale: This class meets once a week only resulting in high student frustration because of lack of practice and lack of retention from the previous week. Moreover, to achieve meaningful outcomes, it is necessary to meet more often with an instructor. Finally, nationwide, community colleges offer beginning conversational Spanish as a three or four credit course.

Proposed Start: Fall 2010

Course Description: Students acquire practical early-elementary conversational skills. They develop the ability to understand and speak everyday conversational Spanish within the context of Spanish-speaking cultures and through introduction of vocabulary, basic grammatical structures and idioms. Listening activities and some reading/writing activities will be included. Students are expected to spend considerable time outside of class practicing with materials provided. This course contains material previously taught in SPN 109.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Other: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: **Student:**

Repeatable for Credit: NO

Grading Methods: Letter Grades

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

Requisites

Prerequisite

Academic Reading and Writing Levels of 6

ln logged 4/2/10 sj ✓

General Education**Degree Attributes**

AP6 - Assoc in Applied Sci - Area 6

AS6 - Assoc in Science - Area 6

AA6 - Assoc in Arts - Area 6

Request Course Transfer**Proposed For:****Student Learning Outcomes**

1. Respond clearly to simple, direct questions or requests for information on themes studied in class.

Assessment 1

Assessment Tool: Oral assessment of student skills including 5 Oral questions from instructor based on the video and structures practiced in class. Student will respond orally.

Assessment Date: Spring/Summer 2012

Assessment Cycle: Every Three Years

Course section(s)/other population: The assessment can be given as the individual final examination for the class. 25% of completers will be assessed.

Number students to be assessed: 25% of completers.

How the assessment will be scored: The assessment will be scored based on departmentally-developed rubric.

Standard of success to be used for this assessment: 60% of students assessed will demonstrate achievement of outcomes by scoring an average of 3 in areas assessed.

Who will score and analyze the data: Full time department members.

2. Express personal meaning in short utterances or incomplete sentences in the present tense, relying heavily on learned phrases or recombinations of these and the words of the questioner.

Assessment 1

Assessment Tool: Student will be shown pictures of weekend activities and asked to describe what h/she and friends do on weekends using time, day, and frequency vocabulary. Student must express ideas in 5 sentences.

Assessment Date: Spring/Summer 2012

Assessment Cycle: Every Three Years

Course section(s)/other population: The assessment can be given as the individual final examination for the class. 25% of completers will be assessed.

Number students to be assessed: 25% of completers

How the assessment will be scored: The assessment will be scored based on departmentally-developed rubric.

Standard of success to be used for this assessment: 60% of students assessed will demonstrate achievement of outcomes by scoring an average of 3 in areas assessed.

Who will score and analyze the data: Full-time department faculty

Course Objectives

1. Linguistic Traits -a. Recognize and approximate Spanish pronunciation and correctly utilize rudimentary Spanish orthography. -b. Recognize some characteristics and variety of the Spanish language pronunciation

Methods of Evaluation

Activity or Exercise

Class Attendance, Participation or Work

Quizzes

Additional Evaluation Information: Quizzes in form of dictado to evaluate sound recognition and orthography.

Matched Outcomes

2. Functional Content-Students will use greetings, departures, make introductions, state the time, day, and date, describe the university and work/class/home schedules, name and describe places in the university and the city, describe fellow students, professors, family members and famous people, express need, express possession, count to 1,000, describe plans and obligations, describe frequency of actions, make and accept or decline invitations, initiate and finalize conversation.

Methods of Evaluation

Activity or Exercise
Class Attendance, Participation or Work
Exams/Tests

Additional Evaluation Information: -Class discussion and participation (for example: use of the handshake, embrace, or beso in greeting others in Spanish speaking countries) -Dialogues with instructor and/or with classmates -Question/answer drills -Homework assignments based on website/workbook/and/or instructor's own creation which reinforce mastery of the functional content -Quizzes and chapter exams addressing functional content

Matched Outcomes

3. Grammatical Content - a. understand orally and use in speaking and writing the verb forms including the present tense of regular ar, er and ir verbs and some irregulars including tener, ser, estar, ir, querer, poder, the future using ir+to+infinitive, and other infinitive constructions -b. understand and ask questions using the interrogative words and phrases most commonly heard in Spanish and employ the proper syntax in sentence and question formation -c. distinguish between and properly use ser and estar and employ the verb tener and its idiomatic meanings, and to use hay and the verb gustar correctly -d. understand meaning and correctly use, including form and syntax, the subject pronouns, object pronouns with gustar, qualitative and quantitative adjectives, possessive adjectives, and the personal a.

Methods of Evaluation

Activity or Exercise
Class Attendance, Participation or Work
Exams/Tests
Quizzes

Additional Evaluation Information: -In class dialogue, drills and audio exercises as selected by the instructor -Workbook assignments, website assignments and graded oral presentation assignments throughout the semester -Quizzes and chapter exams, often in the form of dictado, which incorporate this grammatical content as it is encountered throughout the course.

Matched Outcomes

New Resources for Course

Invitaciones by Alonso, Alonso and Zaslow, published by Vistas Higher learning. Spanish 109 should include lessons 1 through 8.

Course Textbooks/Resources

Textbooks

Alonso, Alonso, and Zaslow. *Invitaciones*, second ed. Boston, Massachusetts: Vistas Higher learning, 2004, ISBN: 60007-952-8.

Manuals

Periodicals

Software

Other

Invitaciones by Alonso, Alonso and Zaslow, published by Vistas Higher learning. Spanish 109 should include lessons 1 through 8.

Equipment/Facilities

Level III classroom