**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*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: SN201 Intermediate Spanish I**

**Home Department: Modern Languages & Literatures**

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

 Tim Compton 906-227-1107 tcompton@nmu.edu

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

**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**

SN201 builds on grammar skills from SN101 and SN102 and introduces new grammatical points. This course incorporates more reading, writing and conversation than first-year courses and furthers students’ understanding of Hispanic cultures. Students continue to work on the four basic skills of communication (reading, writing, speaking, listening) while expanding their knowledge of Hispanic cultures.

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

Language-learning forces students to reflect on their own language, enhances their understanding of how we communicate and encourages comparison between different methods of expressing ideas. This course, therefore, teaches a new language as a tool to understanding other cultures and it includes material that requires comparison between differing cultures and traditions. Students must process and assess the target language at the simplest level (learning new vocabulary), at more advanced levels (using new grammatical structures, understanding expressions and idioms) and at more complex levels (understanding cultural differences that the language reflects). Students learn the rules of word formation and sentence structure then apply that information in new, communicative situations, while also studying the traditions and customs of other cultures.

**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 Beginning Spanish II (with a C or better) or has had at least two 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 SN102 Beginning Spanish II (with a C or better) or have had at least two years of high school Spanish courses. It is not a requirement for either the major or minor.

**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**: 1-3 short writing assignments (~1x/month) and/or chapter tests (~every 3 weeks)**Overall Grading Weight**: approximately 5-25%**Expected Proficiency Rate**: 75%**Rationale**: Students work with linguistic registers (formal and informal registers that increase in complexity in their written work) and learn to assess communicative situations and apply what they have learned appropriately as they 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 that include process writing (draft with revisions) (~1x/month) and/or 2 oral exams (midsemester & final)**Overall Grading Weight**: approximately 15-25%**Expected Proficiency Rate**: 75%**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, either in written or oral communication. 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 that include process writing (draft with revisions) (~1x/month) and/or 2 oral exams (midsemester & final)**Overall Grading Weight**: approximately 15-25%**Expected Proficiency Rate**: 75%**Rationale**: The writing assignments and oral exams require students to work with the rules and structures or grammar they have learned to evaluate new information (reading comprehension texts or conversational situations, for example) and integrate these with the principles they have learned. |

**PLAN FOR LEARNING OUTCOMES
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD 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** |
| **Knowledge of cultural worldview frameworks**  | Knowledge of elements important to members of another culture | **Task Type and Frequency**: 4-5 tests with sections about cultural readings and/or short writing assignments (~every 3 weeks)**Overall Grading Weight**: 15-45% per test; tests are worth ~20-30% of the final grade**Expected Proficiency Rate**: 75%**Rationale**: Short cultural readings (in Spanish) are included in every chapter of the textbook as well as in short videos (also in Spanish). These readings and videos may include information about artists, history, politics, etc. Although the readings and videos vary, through these readings students acquire an understanding of many of the issues important to the Spanish-speaking world. |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | **Task Type and Frequency**: 4-5 Tests with sections about cultural readings and/or short writing assignments (~every 3 weeks)**Overall Grading Weight**: 15-45% per test; tests are worth ~20-30% of the final grade**Expected Proficiency Rate**: 75%**Rationale**: Short cultural readings (in Spanish) are included in every chapter of the textbook as well as in short videos (also in Spanish). These readings and videos may include information about artists, history, politics, etc. The cultural readings and videos are presented in with a wider context that shows students that not only do the cultures of the Spanish-speaking world differ from their own cultures, but that there is a plurality of cultures found in the Spanish-speaking world. |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | **Task Type and Frequency**: 4-5 Tests with sections about cultural readings and/or short writing assignments (~every 3 weeks)**Overall Grading Weight**: 15-45% per test; tests are worth ~20-30% of the final grade**Expected Proficiency Rate**: 75%**Rationale**: Short cultural readings (in Spanish) are included in every chapter of the textbook as well as in short videos (also in Spanish). These readings and videos may include information about artists, history, politics, etc. These readings and videos not only allow students to encounter the wide variety of cultural phenomenon throughout the Spanish-speaking world, but students are also encouraged to engage with those differences and compare value systems from different cultures. Oftentimes, these readings and videos offer a point of departure for discussions about differing cultural and value systems. |
| **Ethical Issue Recognition**  | Awareness of ethical issues as they relate to cultures | **Task Type and Frequency**: 4-5 Tests with sections about cultural readings and/or short writing assignments (~every 3 weeks)**Overall Grading Weight**: 15-45% per test; tests are worth ~20-30% of the final grade**Expected Proficiency Rate**: 75%**Rationale**: Short cultural readings (in Spanish) are included in every chapter of the textbook as well as in short videos (also in Spanish). These readings and videos may include information about artists, history, politics, etc. Awareness of the cultural values present in the Spanish-speaking world invites students to contrast those with their own. Several readings and videos address topics with ethical implications, such as ethnic minorities living in the Spanish-speaking world (e.g., Muslims living in Spain, Jews in Argentina, etc.). |

**NORTHERN MICHIGAN UNIVERSITY**

**SPANISH 201: Intermediate Spanish I**

**BULLETIN DESCRIPTION**: SN201 reviews all grammar and major topics from SN101 and SN102. This course incorporates more reading, writing and conversation than first-year courses and explores more matters dealing with Hispanic cultures. Students expand their proficiency into areas such as expressing opinions and persuading.

**PREREQUISITE**: SN102 (passed with a **C or better**) or two 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 your skills in using the past, present, future, conditional and subjunctive tenses in both oral and written communication. 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 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

**WEEK I** Presentations; Review of SN102; Lesson 1

**WEEK II** Lesson 1; Vocab quiz

**WEEK III** Lesson 1

**WEEK IV** Lesson 1; Exam; Lesson 2; Writing Workshop

**WEEK V** Lesson 2; Vocab quiz

**WEEK VI** Lesson 2; Exam

**WEEK VII** Lesson 3; Writing Workshop; Vocab quiz

**WEEK VIII** Lesson 3; Oral Interviews

**WEEK IX** Lesson 3; Exam; Lesson 4

**WEEK X** Lesson 4; Vocab quiz

**WEEK XI** Lesson 4; Exam

**WEEK XII** Lesson 5; Writing Workshop

**WEEK XIII** Lesson 5; Vocab quiz

**WEEK XIV** NO CLASS

**WEEK XV** Lesson 5; Exam; Review; Oral Interviews