

## OUTCOMES BASED LEARNING MATRIX

**Course:**   BEGINNING SPANISH I  

**Department:**   MODERN LANGUAGES  

**Course Description:** This course initiates the development of the ability to speak, understand, read, and write Spanish. Students learn the fundamentals of grammar, basic vocabulary, and correct pronunciation. Various aspects of Spanish-speaking cultures are discussed. This is a beginning-level course designed for students with no previous experience or with no more than one year of study of Spanish at the high school level. It is recommended that a student seek advice from the Modern Language Department if he/she is unsure of the correct placement.

**Approved by Department:**

**Date:**

While completing the table below, remember that the individual outcomes you list in the first column should answer this question: **What must the learner know and be able to do at the end of the course?** Items in the third column should answer the question: **How do we know?** The second column is where teachers can be most creative; it's for pedagogy. Each rectangle in column one should contain just one outcome; the corresponding rectangles in columns two and three, however, may contain more than one item. Using the code at the end of the matrix, indicate the core competencies being strengthened by the outcomes activities and the assessment tools.

*COURSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS
<b>Students should be able to understand, speak, and write basic Spanish phrases, sentences, and messages and will engage in simple dialogues</b>	<ul style="list-style-type: none"> <li>• Daily reading and conversational activities; reading and grammar exercises; dialogues and vigorous participation in class. (OC)</li> </ul>	<ul style="list-style-type: none"> <li>• On-going evaluation of written, oral, and reading facility—quizzes, tests, pair/group work in class, and/or formal and/or informal writing assignments (paragraphs or journal entries). (OC, W, R)</li> </ul>
<b>Students should be able to engage with authentic Hispanic cultural materials (films, websites, music, blogs, journals,</b>	<ul style="list-style-type: none"> <li>• Exploration of multiple components of diverse Spanish-speaking cultures (including Spain, Mexico,</li> </ul>	<ul style="list-style-type: none"> <li>• On-going evaluation of research through formal and informal writing assignments (paragraph or journal</li> </ul>

<p><b>etc.)</b></p>	<p>Puerto Rico, Argentina, Dominican Republic, Cuba, etc. via music, film, and literature.</p> <ul style="list-style-type: none"> <li>• Students will also perform online research of Spanish language blogs and regional/national websites. (W)</li> </ul>	<p>entries). (W)</p>
<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Students should be able to describe themselves and others in speech and writing, engaging in simple everyday exchanges in Spanish; to read and understand basic topics concerning physical and personal descriptions, time, schedules, family, location, etc.</li> <li>• Students should also be able to describe in some detail some aspects of Hispanic daily life, and to recognize some examples of similarity and diversity among Hispanic cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• In-class oral practice (OC)</li> <li>• In-class reading and discussion (R, OC)</li> <li>• Reading assignments with comprehension exercises (R)</li> <li>• Oral and written exercises on grammar and syntax (OC, R, W)</li> <li>• Written classroom exercises (W)</li> <li>• Journal assignments (W)</li> <li>• Selected readings on various aspects of Spanish-speaking cultures (R)</li> <li>• Video viewing on selected aspects of Spanish-speaking cultures (R, OC)</li> </ul>	<ul style="list-style-type: none"> <li>• On-going evaluation of oral facility (OC)</li> <li>• Evaluations of discussions on reading (OC)</li> <li>• Quizzes on reading assignments (R,W)</li> <li>• Evaluation of homework and quizzes on grammar and syntax (W)</li> <li>• Evaluation of quizzes (W)</li> <li>• Evaluation of journals (W)</li> <li>• Evaluation of students' understanding of selected and common characteristics of cultures in the Spanish-speaking world (W, OC)</li> </ul>
<p><b>Connections:</b> Students should be able to discuss practices and</p>	<hr/> <ul style="list-style-type: none"> <li>• Students practice oral and written greetings, farewells,</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of sensitivity to Spanish-speaking cultural</li> </ul>

<p>customs common to different Hispanic communities and their roles as social norms.</p> <p><b>Communities:</b> Students should be able to have a simple dialogue with a native or heritage speaker about certain aspects of their own life, and to establish personal ties with a native or heritage speaker outside of the academic environment.</p> <p><b>Comparisons:</b> Students should be able to identify the similarities and differences between students' own cultures and those of different Spanish-speaking countries or communities.</p> <hr/>	<p>and other communications appropriate to Spanish-speaking cultures. (OC, W)</p> <ul style="list-style-type: none"> <li>In-class discussion in Spanish with native speaker or speakers and/or with the professor. (OC)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>In-class discussions of selected aspects on Hispanic cultures relative to one's own culture (OC)</li> <li>Group oral presentations (OC)</li> <li>Journals (W)</li> </ul>	<p>norms in discussing classroom exercises and homework (OC, R, W)</p> <ul style="list-style-type: none"> <li>Evaluation of facility in Spanish while speaking with Spanish speaker (OC)</li> </ul> <hr/> <p>Oral and written assessments of assignments where students make comparisons of their own cultures with those of cultures of the Spanish-speaking world (W, OC)</p>
<p>Students will develop comprehension of selected aspects of their cultures in comparison to Hispanic cultures.</p>		

<hr/> <b>To strengthen Core Competencies** in order to increase success in this and other courses and in the workplace.</b>		
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\*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .** Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

\*\*Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); technology skills (TS); oral communications (OC); quantitative skills (QS); reading (R); writing (w).