

OUTCOMES BASED LEARNING MATRIX

Course: Beginning Spanish II **Department:** Modern Languages

Course Description: Beginning Spanish II is a continuation of Beginning Spanish I or its equivalent. Emphasis is on communication through continued development of reading, writing, speaking, and listening skills in the language. Students will continue to acquire grammar, syntax, vocabulary, and correct pronunciation, which will enhance their ability to initiate and sustain conversations, read basic Spanish passages, and write basic Spanish sentences and dialogues. Various aspects of Hispanic and Latino cultures will be explored.

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
Students should be able to continue to describe activities in the present tense, to be able to describe activities in the past tense, to read simple passages, and to acquire current and useful vocabulary.	<ul style="list-style-type: none"> • Daily reading and conversational activities; reading and grammar exercises; dialogues and vigorous participation in class. (OC) 	<ul style="list-style-type: none"> • 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)
Students should be able to engage with authentic Hispanic cultural materials (films, website, music, blogs, journals, etc.)	<ul style="list-style-type: none"> • Exploration of multiple components of diverse Spanish-speaking cultures (including Spain, Mexico, Puerto Rico, Argentina, Dominican Republic, Cuba, etc. via music, film, and 	<ul style="list-style-type: none"> • On-going evaluation of research through formal and informal writing assignments (paragraph or journal entries). (W)

	<p>literature. (R, W, OC)</p> <ul style="list-style-type: none"> Students will also perform online research of Spanish language blogs and regional/national websites (W). 	
<p>Communication:</p> <ul style="list-style-type: none"> Students should be able to describe themselves and others in speech and writing, engaging in everyday exchanges in Spanish; to read and understand basic topics concerning careers, hygiene, sports and leisure activities, and food 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. <hr/> <p>Connections:</p> <ul style="list-style-type: none"> Students should be able to discuss practices and customs common to different Hispanic communities and their roles as social norms 	<ul style="list-style-type: none"> In-class oral practice (OC) In-class reading and discussion (R, OC) Reading assignments with comprehension exercises (R) Oral and written exercises on grammar and syntax (OC, W, R) Written classroom exercises (W) Journal assignments (W) <hr/> <ul style="list-style-type: none"> Selected readings on various aspects of Spanish-speaking cultures (R) Video viewing on selected aspects of Spanish-speaking cultures (R, OC) <hr/> <ul style="list-style-type: none"> Students practice oral and written greetings, farewells, and other communications appropriate to Spanish-speaking cultures (OC, W) 	<ul style="list-style-type: none"> On-going evaluation of oral facility (OC) Evaluations of discussions on reading (OC) <hr/> <ul style="list-style-type: none"> Quizzes on reading assignments (R, W) Evaluation of homework on quizzes on grammar and syntax (W) Evaluation of quizzes (W) Evaluation of journals (W) <hr/> <ul style="list-style-type: none"> Evaluation of students' understanding of selected and common characteristics of cultures in the Spanish-speaking world (W, OC) <hr/> <ul style="list-style-type: none"> Evaluation of sensitivity to Spanish-speaking cultural norms in discussing classroom exercises and homework (OC, R, W)

<hr/> <p>Communities:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • In-class discussion in Spanish with native speaker or speakers and/or with the professor (OC) 	<ul style="list-style-type: none"> • Evaluation of facility in Spanish while speaking with Spanish speaker (OC)
<hr/> <p>Comparisons: Students should be able to identify the similarities and differences between students' own culture and those of different Spanish-speaking countries or communities</p> <hr/>	<ul style="list-style-type: none"> • In-class discussions of selected aspects on Spanish-speaking cultures relative to one's own culture (VT) • Group oral presentations • <u>Journals</u> 	<hr/> <ul style="list-style-type: none"> • Oral and written assessment of assignments where students make comparisons of their own culture to that of cultures of the Spanish-speaking world (W, OC)

<p style="text-align: center;">To strengthen Core Competencies ** in order to increase success in this and other courses and in the workplace</p>		
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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).