

## OUTCOMES BASED LEARNING MATRIX

**Course:** Intermediate Spanish I

**Department:** Modern Languages

**Course Description:** In this course Spanish grammar and syntax are reviewed and expanded upon with greater emphasis on oral work. Students engage in class discussion and conversation as well as reading assignments and compositions. The Modern Language Department recommends this course to students with two to three years of previous study of Spanish at the high school level or two semesters at the college level. **Prerequisites: MLSP 102 (Beginning Spanish II) or departmental approval**

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.

*At the end of the course, a students should be able to:*      *Students and faculty will participate in:*      *Faculty will evaluate:*

*COURSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS
<b>Communication:</b> <ul style="list-style-type: none"> <li>• Students should be able to discuss past events, activites and personal interests.</li> <li>• Students should advance to an intermediate level of communication, expressing informed decisions.</li> <li>• Students will read more sophisticated Spanish language materials.</li> </ul>		
Students will develop their ability to engage in more sophisticated conversations.	In-class oral practice (OC)	On-going evaluation of oral facility
Students will advance their abilities to express opinions, needs and interests regarding past,	In-class discussions with classmates and professor (OC)	Evaluation of in-class discussions

present and future situations		
Students will improve their ability to read more sophisticated Spanish-language materials, including those written for Hispanic readers.	<ul style="list-style-type: none"> <li>• In-class reading and discussion (R, OC)</li> <li>• Reading assignments with comprehension exercises (R)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of discussions on reading</li> <li>• Quizzes on reading assignments</li> </ul>
<ul style="list-style-type: none"> <li>• Students will review previous grammar concepts and explore more sophisticated ones, uncommon in the English language.</li> <li>• Students will maintain proper expression of correct grammar and syntax.</li> </ul>	Oral and written exercises on grammar and syntax (O, W)	<ul style="list-style-type: none"> <li>• Evaluation of homework and quizzes on grammar and syntax</li> <li>• Evaluation of student ability to correctly incorporate this grammar into oral expression</li> </ul>
Students will develop facility in writing essays and reports on various aspects of Hispanic culture as well as their own life experiences.	<ul style="list-style-type: none"> <li>• Written classroom exercises (W)</li> <li>• Assigned essays and reports</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of written language on quizzes</li> <li>• Evaluation of homework exercises</li> <li>• Evaluation of reports and essays</li> </ul>
<p><b>Connections:</b></p> <ul style="list-style-type: none"> <li>• <b>Discuss the values and practices inherent to quotidian life in Hispanic societies.</b></li> <li>• <b>Analyze &amp; discuss the socio-historic elements of various Spanish-speaking societies, including Hispanic communities within the United States</b></li> <li>• <b>Demonstrate culturally acceptable behavior &amp; understanding of these norms &amp; traditions.</b></li> </ul>		
Students will further their knowledge of socio-cultural practices within Hispanic America & Spain.	<ul style="list-style-type: none"> <li>• Readings on cultural practices and Spanish &amp; Latin American history (R)</li> <li>• Comprehension exercises.</li> <li>• Assigned Internet or library research (R, W)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of sensitivity &amp; comprehension of Hispanic cultural norms.</li> <li>• Evaluation of student ability to connect/compare own practices &amp; norms with those discussed</li> </ul>

<p>Students will demonstrate appropriate cultural norms in engaging in conversation, in-class interactions and writing.</p>	<p>Students research selected aspects of Hispanic American and Spanish cultures and discuss their research (W, R, OC)</p>	<p>Evaluation of students' understanding of various components of Hispanic American and Spanish culture and social norms.</p>
<p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• <b>Describe in detail various components of Hispanic American and Spanish cultural practices, including regional, religious and ethnic variations. Students will also discuss &amp; analyze the socio-historic elements that established these traditions.</b></li> </ul>		
<p>Students will expand their knowledge of common Hispanic American and Spanish cultural practices, including various regional &amp; specific ethnic traditions.</p>	<ul style="list-style-type: none"> <li>• Video viewing of common Spanish-language cultural practices as well as contemporary trends (OC)</li> <li>• In-class discussions (OC)</li> <li>• Readings with written &amp; oral comprehension activities (R, W, OC)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of students' comprehension of sophisticated Hispanic cultural, social &amp; familial practices.</li> <li>• Engage students in hypothetical situations, gauging their ability to act appropriately within the cultural context.</li> </ul>
<p>Students will comprehend the diversity and socio-historic motivations behind specific Spanish &amp; Hispanic American cultural practices. They will demonstrate cultural sensitivity &amp; respect these differences from their own culture.</p>	<ul style="list-style-type: none"> <li>• In-class discussions of readings on Hispanic American &amp; Spanish contemporary culture &amp; history (OC, R)</li> <li>• Individual research &amp; in-class presentations on various Hispanic cultural practices (OC, CT)</li> <li>• Written essays concerning socio- historic motivations of</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of students' comprehension of diverse characteristics of Hispanic cultures.</li> <li>• Individual discussions of particular cultural components.</li> </ul>

	contemporary practices (W, CT)	
<b>Communities:</b> <ul style="list-style-type: none"> <li>• <b>Have a sophisticated dialogue with a native Spanish/heritage speaker concerning past, present &amp; activities.</b></li> <li>• <b>Students will demonstrate abilities to report upon these dialogues with other Spanish speakers/the professor.</b></li> </ul>		
<ul style="list-style-type: none"> <li>• Students will improve upon their ability to maintain everyday conversations using a variety of grammatical components and verb tenses.</li> <li>• Students will engage with local members of the Hispanic American community or Spanish-speaking peers, colleagues, friends, family members, etc. in the Target Language.</li> </ul>	<ul style="list-style-type: none"> <li>• Video viewing of everyday encounters depicting effective language communication (OC)</li> <li>• Interviews &amp; everyday conversations with local Hispanic community members in Spanish both in &amp; outside of the classroom (OC)</li> <li>• Demonstrate ability to communicate appropriately in cultural context.</li> <li>• Written reports on interviews/conversations with Hispanic peers, colleagues, etc. (W)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of facility of expressing oneself in sophisticated Spanish-language grammar and conversation.</li> <li>• Evaluation of student ability to discuss topics not related to oneself</li> <li>• Evaluation of student ability to appropriately engage with Spanish speakers.</li> </ul>
<b>Comparisons:</b> <ul style="list-style-type: none"> <li>• <b>Identify the distinct similarities between one's own culture &amp; Hispanic cultures.</b></li> <li>• <b>Identify specific cultural or historical differences between the two.</b></li> </ul>		

<ul style="list-style-type: none"> <li>• <b>Demonstrate the ability to explain, in Spanish, the reason behind such similarities/contrasts.</b></li> </ul>		
<ul style="list-style-type: none"> <li>• Students will further their understanding of selected aspects of their culture in comparison to Hispanic American &amp; Spanish cultures.</li> <li>• Students will foster their knowledge and appreciation of the various socio-historic circumstances that created these cultural differences</li> </ul>	<ul style="list-style-type: none"> <li>• In-class discussions of selected aspects of Hispanic American &amp; Spanish cultural practices (OC)</li> <li>• Individual research &amp; in-class presentations using Spanish-language primary sources (R, W)</li> <li>• Written and oral demonstration of knowledge of historical events in Spanish. (W, OC)</li> </ul>	<p>Assessments of comprehension of selected cultural aspects &amp; historical events within Hispanic societies in oral, reading and writing exercises</p>
<p><b>To strengthen Core Competencies** in order to increase success in this and other courses and in the workplace.</b></p>	<p><b>Referenced above.</b></p>	<p><b>Reference above.</b></p>

\*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).