

Sample Example - Beginning I Course (French, German, Italian, and Spanish)
Miami University – SPN 101

| <p>Interpersonal Communication: Students initiate and sustain meaningful spoken, written, face-to-face or virtual communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways with users of the target language at home or abroad. Students actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.</p> | | |
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| <p>TAG Learning Outcome (asterisk means required)</p> | <p>Your Students’ Learning Experiences and Evidence to Meet the TAG Learning Outcome</p> | <p>Percentage on Learning Outcome</p> |
| <p>*Students can engage in very simple exchanges in culturally appropriate ways on very familiar topics using contextualized words, phrases, a few common idiomatic expressions, and simple sentences in highly practiced situations.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • listing, naming, and identifying; • stating what people, places, and things are like with a few details; and • asking and answering highly predictable, formulaic questions. <p>b. Students may use culturally appropriate gestures and formulaic expressions in highly practiced applications and may show awareness of the most obvious cultural differences or prohibitions.</p> | <p><i>Learning Outcome: Students will apply speaking and writing strategies such as circumlocution and approximation when initiating and sustaining uncomplicated conversations or written exchanges on very familiar topics and activities. By the end of SPN 101, students will be expected to: 1. list, name, and identify 2. state what people, places, and things are like with a few details 3. ask and answer highly predictable, formulaic questions</i></p> <p><i>Description: For this course, students will regularly participate in pair and small group activities to practice the above-listed skills. An example may include students stating what a family member is like with a few details. Specific examples include: 1) In the University Life unit, students learn vocabulary related to the classroom and the university as well as question formation. Each student, as if they are working for the student newspaper, creates questions pertaining to their classmates’ schedules, courses and professors. The students then partner up to practice interpersonal speaking via an informal interview using the chapter’s vocabulary and grammar structures (such as –ar verbs, question formation and the verb estar) using their questions as a starting point. Given that both participants are students, the interviewee is to ask questions in return in order to find out information from the interviewee as well. This activity culminates in a spontaneous conversation between the students and the instructor. The instructor asks the students about similarities and differences in their schedules as well as their view of their professors. 2) The Family unit, vocabulary such as family relations and descriptive adjectives are explored. Students practice their knowledge of this vocabulary by identifying family members and listing their descriptions with both instructor and peers. The students exchange information about the members of their families and give descriptions of each in pairs and small groups by using the chapter’s vocabulary, culturally appropriate expressions and grammar structures, such as descriptive and possessive adjectives, the verb tener and regular –ar, -er, and –ir verbs. They are encouraged to ask simple follow up questions during their dialogue and the other group members answer the best that they can. This practice will culminate in a spontaneous conversation between the</i></p> | <p>15%</p> |

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| | <p><i>students and the instructor in which the instructor asks questions about the their families' characteristics and prompts the students to ask questions relevant to the instructor's family. 3) In the Pastimes unit, students learn vocabulary such as sports, leisure activities, and places in the city and study grammar concepts such as the present tense of ir. The students are asked to brainstorm questions to ask about their peers' plans for the upcoming weekend using the grammar structures and vocabulary (Where are you going? What are you going to do? Do you work on Saturday, etc.) Then the class is divided into partners and the students engage in simple exchanges of information regarding their plans, including the times and days when they do the activities to recycle previously learned material. The exercise culminates in a dialog between the instructor and the class through a poll of the students' plans.</i></p> | |
| <p>Students are also working towards exchanging information about familiar topics, sometimes supported by highly practiced language, and handling short, social interactions in culturally appropriate ways in everyday situations by asking and answering basic questions.</p> | <p><i>Working Towards: Through input and exposure to more vocabulary and grammar and through regular practice conversations during the semester, students will exchange information on a greater variety of familiar topics in interpersonal communication. Descriptions: Examples of this would be evident through the interactions that the students will have with partners and instructor in class, while learning the specific vocabulary in each chapter. Specific examples include: 1) In the University unit, students will ask and answer highly-practiced questions pertaining to their studies, when and where they take their classes as well as simple description listings about the classes and professors. 2) To practice the grammar concepts and vocabulary from the Family unit, they will interact with other students to ask about members of their families and their descriptions as well as activities in which they participate. 3) In the Pastimes unit, pastimes that they enjoy or do not enjoy will be discussed as well as the frequency in which they practice their favorite pastimes and where they go to do them. For all of these units, the students (and instructor) need to exchange information through the asking and answering of questions.</i></p> | <p>5%</p> |
| <p>Interpretive Listening/Viewing: Students demonstrate comprehension of the main idea and relevant details in a variety of live and recorded texts ranging from messages, songs, personal anecdotes, narratives, lectures, and presentations to films, plays, videos, and information from other media sources. By using a variety of listening/viewing strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators at home and abroad. Students reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from a variety of media.</p> | | |

| TAG Learning Outcome (asterisk means required) | Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome | Percentage on Learning Outcome |
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| <p>*Students can demonstrate understanding of the main idea, as well as a few details, cognates, and idiomatic and formulaic expressions, in a variety of oral texts and media.</p> <ul style="list-style-type: none"> a. Students can use keywords and phrases to demonstrate understanding of very simple oral texts and media on very familiar topics, with or without visual support. b. Students begin to use context cues for basic comprehension. c. Students use their own cultural background to derive meaning from texts. | <p><i>Learning Outcome: Students will apply strategies such recognizing cognates, context cues, and their own cultural background to aid their comprehension of input related to very familiar topics and activities, with or without visual support. By the end of SPN 101, students will be expected to: 1. demonstrate understanding of very simple oral texts and media 2. demonstrate understanding of the main idea 3. demonstrate understanding of relevant details</i></p> <p><i>Description: For this course, students will regularly listen to and/or view audio and video clips (from the text program and from authentic resources) and will answer related questions to build and demonstrate the above-listed skills. Examples may include watching a commercial in Spanish, identifying the purpose of the commercial, as well as a few cognates and details. Specific examples include: 1) In the University unit, students listen to and watch native speakers interact with one another and focus on using strategies such as cognate recognition in order to understand the main idea and details of conversations and descriptions. They listen to a professor who lists item in her classroom and also to a conversation between two students who talk about their classes, professors, and schedules. In these activities, students are instructed to listen for the gist of the listening portion and through subsequent listenings and scaffolded activities, move from main idea (T/F questions) to more specific details (What classes does this student take this semester, When does he/she take certain classes?, etc.). This activity culminates in a conversation between instructor and students comparing the schedules of the student's schedule with their own through basic question format (Do you take anthropology as well?, Do you like the class?, etc.) 2) In the Family chapter, students are given multiple opportunities to listen and view dialogues and descriptions of families and friends. For example, students view/listen to a segment about families in the Spanish-speaking world. Before viewing, the class discusses what family reunions are like in the U.S. to introduce the topic. Then, students view the video once in order to talk about family dynamics and characteristics (in simple terms) that they heard and observed in the segment. While watching it again, students listen for more specific details of each family introduced in the segment, using vocabulary and grammar from the unit. 3) Given that soccer is a major pastime in the Spanish speaking world, in the pastime unit, the rivalry between two great soccer teams is addressed in both a reading and a video. The exercise begins with a discussion about the most popular sports in the</i></p> | 30% |

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| | <i>U.S. and specifically at our university. Students then view/listen to the video and afterwards through T/F questions, express their understanding of the main idea. Upon watching it again, they list the famous athletes mentioned and by means of tally mark, record how many fans in the segment root for one team or the other.</i> | |
| Students are also working towards demonstrating understanding of the main idea and some details in a variety of oral texts and media on familiar topics. | <i>Working Towards: Through input and exposure to more vocabulary and grammar and through regular listening/viewing activities during the semester, students will work toward understanding the main idea and some details on familiar topics. Description: In every unit of the textbook, the students have multiple opportunities to listen and view native speakers in different contexts. They include country studies, cultural video clips on such topics as introductions, families in the Spanish speaking world, pastimes, the UNAM, as well as pure listening activities both in the text and online. While listening/viewing the segments, students are asked to identify the main idea of the audio by answering basic questions. After multiple opportunities to view/listen, students then are asked to identify supporting details. To encourage students to the next level, the students take the topic and information from the segment and participate in more open-ended activities pertaining to their lives as well. For example, Who is a popular family in the U.S. and what are they like? Name and describe an athlete who is famous right now. Do you like what you saw about the UNAM? Do you want to study there?</i> | 5% |
| Interpretive Reading: Students demonstrate comprehension of the main idea and relevant details in a variety of written texts, ranging from messages, personal anecdotes, and narratives in contemporary magazines, newspapers, and Internet sources to classical literary texts in a variety of genres. By using a variety of reading strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators at home and abroad. They reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from print and digital sources. | | |
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| <p>*Students can demonstrate understanding of the main idea, as well as a few details and idiomatic expressions, in simple, short, and highly predictable texts on very familiar topics, with or without visual support.</p> <ol style="list-style-type: none"> a. Students can recognize and identify all the letters and diacritical marks in an alphabetic writing system (e.g., French, German, Italian, Spanish). b. Students begin to use context cues for basic comprehension. c. Students use their own cultural background to derive meaning from texts. | <p><i>Learning Outcome: Students will apply a variety of strategies such recognizing cognates and using context cues and their own cultural background to derive meaning from texts related to very familiar topics and activities. By the end of SPN 101, students will be expected to: 1. demonstrate understanding of the main idea 2. demonstrate understanding of cognates and idiomatic and formulaic expressions 3. identify a few details</i></p> <p><i>Description: For this course, students will regularly read texts (from the text program and from authentic resources) and will answer related questions to build and demonstrate the above-listed skills. Each unit contains several readings, one of which always includes a new reading strategy. Examples may include reading a phone list or brochure in Spanish, identifying the purpose of the list or brochure, as well as a few cognates and details. Specific examples include: 1) In the University unit, students are given an authentic resource which is a screen shot of a website for a university Spanish club in which the different upcoming club activities are displayed. By focusing on cognate recognition strategies, reading comprehension will be tested via different types of assessments, multiple choice, true/false, short answer, and others. Students will move from assessing the main idea of the website (club activities) to exploring the details of the different events (when is the dance class, where does the language exchange take place, etc.) The activity begins by talking about the student organizations at our university and the types of activities that they do in order to focus on the topic. Then students read and complete different activities to test comprehension. Afterwards, the instructor engages the students in a discussion about the activities listed on the website and if they would enjoy doing them. 2) The Family unit's reading focuses on guessing meaning from context and students are given an excerpt about six native speakers. They are instructed to read the descriptions multiple times to perform different tasks. For example, they skim the text first to find two or three words that they do not recognize. From the context, they guess what the meaning is. As a group, students identify some of these words and the instructor leads the class in an exercise to guess the meaning from context. Then students are asked to read the text and participate in several activities that may include matching, multiple choice, true/false, short answer, and others. They use the grammar concepts from this and previous chapters in addition to the specific family and description vocabulary in order to grasp the main idea and specific details. 3) In the Pastime unit, students learn about using visual clues as a strategy to better reading comprehension. Students use their own background knowledge of popular sports in the U.S. and the different graphs and pictures from the reading segment in order to make informed decisions as to its content. They then answer questions</i></p> | <p>10%</p> |
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| | <i>whose answers can be found by looking at the visuals in the selection before reading the article itself. After reading the article, students complete true/false activities and answer questions in complete sentences about it to assess their comprehension of the main idea and details. All of these readings and their accompanying exercises require the student to show what they have learned by completing discrete point activities and then moving to more open-ended exercises.</i> | |
| Students are also working towards demonstrating understanding of the main idea and some details and idiomatic expressions on familiar topics in a variety of texts. | <i>Working Towards: Through input and exposure to more vocabulary and grammar and through regular reading activities during the semester, students will work toward understanding the main idea and some details and idiomatic expressions on familiar topics. Description: Through each textbook reading and authentic resource read by students, they need to be able to illustrate that they understand the main idea by completing specific tasks and answering questions. Also, students need to show that based on what they have read, they can identify the supporting details through similar activities. Finally, students need to be able to take what they have read and apply it or compare it to their cultural knowledge.</i> | 5% |
| <p>Presentational Speaking: Students give live or recorded presentations to diverse audiences at home or abroad for varied purposes using information, concepts, ideas, and viewpoints on a variety of topics, sometimes supported by props, pictures, realia (objects from everyday life used in instruction), or media. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of the target culture into presentations in a manner that facilitates comprehension where no direct opportunity for interaction between the presenter and audience exists.</p> | | |
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| <p>*Students can make very simple presentations about themselves and some other very familiar topics using a variety of highly practiced words, phrases, sentences, and expressions.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • introducing, telling, and listing; • expressing likes and dislikes; and • stating what people, places, and things are like with a few details. <p>b. Students may use highly practiced, culturally appropriate gestures and formulaic expressions during their presentations.</p> | <p><i>Learning Outcome: Students will apply speaking strategies such as circumlocution and approximation to make simple, practiced presentations on very familiar topics and activities. By the end of SPN 101, students will be expected to: 1. make simple presentations about themselves 2. express likes and dislikes 3. state what people, places, and things are like with a few details</i></p> <p><i>Description: In this course, students will be asked to do presentations throughout this course, varying in format. This means, some may be group or individual, in front of class, or a group of peers, or just in front of the teacher, no peers. This will enable to students to feel comfortable speaking to different audiences. Presentations include examples such as: 1) In the University Life unit, students will prepare, rehearse, and record a video in which they introduce themselves and describe their course schedule, along with which classes they like or dislike. 2) In the Family unit, students will create and narrate a PowerPoint to introduce and describe themselves and the members of their family. 3) In the Pastimes unit, students will prepare, rehearse, and record a video in which they introduce themselves and describe what they do or like to do in their free time.</i></p> | <p>15%</p> |
| <p>Students are also working towards making simple presentations on familiar topics using phrases and sentences that they have practiced.</p> | <p><i>Working Towards: Through input and exposure to more vocabulary and grammar and through regular and practiced speaking activities during the semester, students will make simple presentations on familiar topics in presentational speaking. Description: As stated above there will be several presentations in the class, and students will practice and rehearse these presentations using familiar vocabulary and phrases that they are accustomed to. Students will work towards these presentations by practicing with partners and peers throughout the course on a variety of topics.</i></p> | <p>5%</p> |
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Presentational Writing: Students write presentations in print and digital formats for diverse audiences at home or abroad using information, concepts, ideas, and viewpoints on a variety of topics for varied purposes. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of the target culture into texts in a manner that facilitates interpretation where no direct opportunity for interaction between the author and audience exists.

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| <p>*Students can write basic information on very familiar topics using highly practiced words, phrases, and simple sentences.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • giving information, listing; • expressing simple likes and dislikes; and • stating what people, places, and things are like with a few details. <p>b. Students may use highly practiced, culturally appropriate idiomatic expressions and basic writing conventions.</p> | <p><i>Learning Outcome: Students apply writing skills such as editing, building discourse, and organizing and elaborating on main ideas to write short, guided messages and notes on very familiar topics. By the end of SPN 101, students will be expected to: 1. give information and lists 2. express simple likes and dislikes 3. state what people, places, and things are like with a few details</i></p> <p><i>Description: For this course, students will regularly participate in writing activities to practice the above-listed skills. Examples of these writings include: 1) In the University Life unit, students will fill out a course schedule including their classes, times, and days. They will then identify one class they like and one they do not like. 2) In the Family unit, students will write to an international pen pal to introduce and describe themselves and their immediate family members. 3) In the Pastimes unit, students will write an email interview/survey to describe what they do or like to do in their free time. In order to prepare for the writings mentioned above, students will brainstorm ideas and prepare informal outlines. Students also participate in in-class workshops to edit drafts (both peer and individual) and focuses on building discourse, organization, and range of vocabulary and grammar.</i></p> | 8% |
| <p>Students are also working towards writing short messages and notes on familiar topics using</p> | <p><i>Working Towards: Through input and exposure to more vocabulary and grammar and through regular and practiced writing activities during the</i></p> | 2% |

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| <p>phrases and sentences.</p> | <p><i>semester, students will write short messages and notes on familiar topics in presentational writing. Description: Students will learn phrases and sentences in class that will be essential to be able to write longer texts. They will be asked to practice these phrases both in class and out of class when answering questions.</i></p> | |
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