

Sample Example - Beginning II Course (French, German, Italian, and Spanish)
Miami University SPN 102

Prerequisite: Beginning foreign language course I or demonstrated performance in the indicated area of study		
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.		
TAG Learning Outcome (asterisk means required)	Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome	Percentage on Learning Outcome
<p>*Students can show evidence of the ability to create with language in various timeframes to exchange information on familiar topics and to handle short, social interactions in culturally appropriate ways using contextualized words, phrases, common idiomatic expressions, and sentences, sometimes still supported by highly practiced language.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • asking and answering basic questions; • giving simple explanations and excuses; • asking for and giving simple directions and advice; • stating simple comparisons and contrasts; • making selections and participating in basic negotiations; and • stating what people, places, and things are like with some details. <p>b. Students use culturally appropriate gestures and formulaic expressions in highly practiced situations and show awareness of the most obvious cultural</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 about familiar topics and activities. By the end of SPN 102, students will be expected to: 1. ask and answer basic questions 2. give simple explanations and excuses 3. ask for and give simple directions and advice 4. state simple comparisons and contrasts 5. make selections and participate in basic negotiations 6. state what people, places, and things are like with some details</i></p> <p><i>Description: For this course, students will regularly participate in pair and small group activities to practice the above-listed skills. In general, students ask and answer questions to accomplish a specific task often during a role play or an interview. Examples include describing a favorite vacation destination, explaining the location of a store or restaurant, listing ingredients for a favorite recipe, simulating phone calls to make inquiries or to describe something such as a newly-purchased outfit, which students also describe. Students will not script such conversations, but they will have time to prepare during scaffolded activities prepared by instructors. This practice will culminate in a spontaneous conversation assessment between the student and the instructor. Specific examples include: 1) In the Vacation unit, students will plan a pretend trip for spring break. In groups, students will be assigned different roles (one wants to go to the beach, another prefers cities or not, and all group members have different budgetary needs). Students will ask and answer about vacation preferences to determine possible destinations. Throughout the unit, other interpersonal communication exchanges include discussing weather, flights, hotels, and sightseeing options. These activities culminate in a spontaneous conversation between students who will work with a classmate from another group. In this role play, one student acts as a travel agent while the other acts as a traveller wanting</i></p>	20%

<p>differences or prohibitions.</p>	<p><i>to book their trips. Students are given time to prepare but are encouraged not to write down the conversation nor script it. 2) In the Shopping and Clothing unit the students exchange information about each other's clothing and shopping preferences. Students will use their prepared questions regarding preferences for clothing and shopping to interview several students during class. They will record answers and later work with groups to prepare an oral report on the class trends, thereby moving into the presentational speaking mode. A culminating activity in this unit involving spontaneous speaking interaction between students is when students simulate a shopping experience by taking on the role of vendors or shoppers at a market. Shoppers must ask if the vendor sells certain clothing items they are looking for (which are displayed all around the room). Vendors will point out requested items, highlighting the colors and price of each in addition to the relative distance of the item in relation to the speaker (i.e. I have those black pants over there and these red pants here). Finally students decide what to purchase and finalize the sale, perhaps bargaining down the price. Students will use many words for clothing items, colors, and grammar structures, in this particular example demonstrative adjectives. 3) In the Food unit, using the chapter's vocabulary and grammar structures studied (comparisons) students simulate choosing a restaurant at which to eat dinner and ordering food at that restaurant. In groups of three, students are assigned roles to limit their eating preferences (i.e. one has little money, another is vegetarian, etc.). In small groups, students browse dining options and ask and answer questions to one another about available restaurant's daily specials (menú del día) with the goal of deciding where to eat. They are prompted to make comparisons about the various menu choices and prices. Once they choose a restaurant, their roles change slightly. Student A becomes the waiter who is the only one with the printed daily menu. Students B and C are given speaking prompts with roles instructing them what to inform the waiter of, etc. When the "waiter" reads them the daily specials and takes their order, students B and C ask various questions about the menu and the waiter responds. Finally they place their orders. Afterwards the class discusses the meal-ordering experience as compared to common U.S. practices.</i></p>	
<p>Students are also working towards participating in conversations in various timeframes on a greater variety of familiar topics and handling</p>	<p><i>Working Towards: Through input and exposure to more vocabulary and grammar and through regular practice conversations during the semester, students will utilize various time frames on a greater variety of familiar topics</i></p>	<p>5%</p>

<p>short, social interactions in culturally appropriate ways in everyday situations by asking and answering questions.</p>	<p><i>in interpersonal communication. Description: Students will engage in numerous spontaneous speaking interactions with classmates and with the instructor and with each new unit, they will be able to discuss more topics. For example in the vacation unit, they will employ terminology related to weather forecasts, hotel and airport terms. In the food unit, they will ask and answer questions specifically related to personal dietary habits, restaurants and recipes (unscripted and spontaneous). In addition to expanding the topics they can discuss, students will utilize different time frames, including the past and the future. Examples of this include the students' ability to state what they did on vacation last year or what they ate for dinner yesterday in addition to talking about where they will travel for three-day weekend and what they will do. In Beginning Spanish II, students will begin to produce past time frame utterances for the first time in the Spanish language sequence at Miami University, as a result of exposure and instruction.</i></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>		
<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 demonstrate understanding of the main idea, as well as some details, cognates, and idiomatic and formulaic expressions, in a variety of oral texts and media.</p> <ol style="list-style-type: none"> Students can use keywords and phrases to understand simple oral texts and media on familiar topics, with or without visual support. Students use context cues for basic comprehension. Students use their own cultural background and some easily recognizable elements from the target language culture(s) to derive meaning. 	<p><i>Learning Outcome: Students will apply a variety of strategies such using key words, context cues, and their own cultural background to aid their comprehension of input related to familiar topics and activities, with or without visual support. By the end of SPN 102, students will be expected to:</i></p> <ol style="list-style-type: none"> <i>demonstrate understanding of the main idea</i> <i>demonstrate understanding of cognates and idiomatic and formulaic expressions</i> <i>identify some details</i> <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 or news clip in Spanish, identifying the purpose of the commercial or main idea of the clip, as well as idiomatic expressions and some details. Examples of what they will be asked to do while listen/viewing include note-taking, filling in a grid or form such as a telephone message pad, multiple choice selection, true/false, matching, among other types of examples in addition to more open-ended answers where students respond in L1 to demonstrate fuller understanding of target language texts. Specific examples include: 1) In the Vacation unit, students will listen/view authentic weather broadcasts. The students are asked to listen for the gist and to identify the main idea for each of the cities mentioned (weather is good/bad, it's raining/snowing, etc.) and to explore further details such as weather during different times of day or to detect differences in weather forecast for weekends versus weekdays. 2) As an introduction to the Clothing unit, students will listen/view a commercial for a popular clothing store in a Spanish-speaking country and identify the purpose and main ideas stated in the ad such as when a sale starts and what kind of currency they accept at the store. In addition, students identify cognates they hear by using linguistic cues and visual ones from the images in the ad to help them recognize these terms. 3) In the Daily Routine unit, students will listen to native speakers describe what they do in the morning to get ready for the day. They are asked to list the actions each speaker completes as well as predict what kind of day each speaker will have. As a summative assessment, students are given a listening exam at the end of each unit where they have to identify main ideas, cognates and some details about the audio in English.</i></p>	<p>25%</p>
<p>Students are also working towards demonstrating understanding of the main idea and many details on a greater selection of familiar topics in a</p>	<p><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 gist, using context</i></p>	<p>5%</p>

<p>variety of oral texts and media.</p>	<p><i>clues to guess meaning, identifying the main idea and many details on a range of familiar topics. Description: In this course, students will regularly be asked to view and listen to speech samples in Spanish. These samples will be about a variety of topics, and students will be asked to view/listen multiple times to help them move from understanding the gist to identifying many details. During the first listening, they will be asked to identify words they recognize and to predict topic or main idea of audio/video from those words. After listening to the sample again, students will demonstrate a deeper understanding by listing many specific details. For example, in the daily routine unit, students guess meaning of unknown words based on the context clues from narrations about each sample they hear. In addition, students will identify idiomatic expressions used for metalinguistic purposes such as bueno, pues, este (stalling words that mean “well...”).</i></p>	
<p>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.</p>		
<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 demonstrate understanding of the main idea, as well as some details and idiomatic expressions, on familiar topics in a variety of texts.</p>	<p><i>Learning Outcome: Students will apply a variety of strategies such using context cues, their own cultural background, and some easily recognizable elements from Hispanic culture to derive meaning from texts related to familiar topics and activities. By the end of SPN 102 or 111, students will be expected to: 1. demonstrate understanding of the main idea 2. demonstrate</i></p>	<p>10%</p>

<p>a. Students use context cues for basic comprehension.</p> <p>b. Students use their own cultural background and some easily recognizable elements from the target language culture(s) to derive meaning from texts.</p>	<p><i>understanding of cognates and idiomatic and formulaic expressions 3. identify some details Description: Using authentic reading materials such as menus, brochures and infographics related to the themes of the units, students will use familiar vocabulary, context clues and cognates to identify the topic of the text, the main ideas and to answer specific questions about what they have read. Students will demonstrate what they have understood by completing tasks such as recognizing cognates, stating the main idea, identifying the type of text (informative, biographical, etc.), determining which L1 statements are reflected in the L2 reading and locating the those that are stated in the original text. Students may also be asked respond to other questions including multiple choice, true/false, matching, etc. Students will also respond to more open-ended answers where students respond in L1 to to make inferences or demonstrate fuller understanding of target language texts. Throughout the course on both practice reading activities and formal assessments, students will demonstrate their ability to understand main ideas and supporting details. Specific examples include: 1) In the Clothing and Shopping unit, students read an infographic summarizing the online shopping trends in Cataluña. For homework, students complete a worksheet with comprehension questions in L1 to identify the topic of the reading, the region it is about in addition to various cognates. They also summarize in L1 specific sections of the infographic. In class, students compare answers and discuss them while the instructor guides them in analyzing and comprehending the text more completely. 2) In the Daily Routine unit, students will explore a website with tips for being more efficient on work/school mornings. Students will restate in L1 the purpose of the article and the main ideas in the introductory paragraph. Afterwards, they will summarize some of the specific suggestions mentioned in the article. Students will also identify cognates, state their English meanings and finally use that information to guess the meaning by context of highlighted words. Students will summarize, in detail, specific suggestions, as indicated by the instructor. Students will also identify an alternate title for this article.</i></p>	
<p>Students are also working towards demonstrating understanding of the main idea and many details on a greater selection of familiar topics in a variety of texts.</p>	<p><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 many details on a greater range of familiar topics. Description: For every assigned reading activity, students will paraphrase and summarize details from the text. Students will demonstrate understanding of more details than those initially posed to identify main ideas and some details from the text. Students will also discover the meaning of unfamiliar words by using context clues. For example, in the clothing and shopping unit's infographic listed above,</i></p>	<p>5%</p>

	<p><i>students will use contextual clues to identify the meaning of unknown words. Students will also describe the nature or the type of information provided in a text when the language is too advanced to comprehend after the first attempt. Students will identify more specific information and details by working more thoroughly with a given text, with guidance and questions offered by the instructor.</i></p>	
<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>		
TAG Learning Outcome (asterisk means required)	Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome	Percentage on Learning Outcome
<p>*Students can make simple presentations on familiar topics using phrases and sentences that they have practiced.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • giving simple explanations and directions; • presenting simple comparisons and contrasts; and • stating what people, places, and things are like with some details. <p>b. Students use practiced, culturally appropriate gestures and formulaic expressions.</p>	<p><i>Learning Outcome: Students will apply speaking strategies such as circumlocution and approximation to make simple, practiced presentations on familiar topics and activities. By the end of SPN 102, students will be expected to: 1. give simple explanations and directions 2. present simple comparisons and contrasts 3. state what people, places, and things are like with some details 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 Vacation unit, students will prepare, rehearse and record a TV commercial promoting tourism in their college town or nearby cities for a vacation destination. In the video students will be prompted to state similarities and differences between the town/city being promoted and other, more popular vacation destinations. 2) In the Daily Routine unit, students will prepare a video blog outlining all the steps they take to get ready in the morning before going to classes. The premise is to submit video blogs to an organization who will select the winners and send a personal organizer to assess their routine and assist them in becoming more efficient getting ready</i></p>	<p>15%</p>

	<p><i>in the morning. 3) In the Food unit, students will prepare a live how-to presentation demonstrating the steps for preparing a familiar recipe. In addition, students can prepare and present a brief critique of two local eating establishments, comparing the two and highlighting aspects of their experience of eating in both eateries, thus targeting the past tense. This could be recorded (as if it were for a TV show) or presented live (as if it were for a live TV audience).</i></p>	
<p>Students are also working towards creating with language in various timeframes to make 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 utilize various time frames on a greater variety of familiar topics in presentational speaking. Description: As stated above there will be various presentations in the class, and students will practice and rehearse these presentations using familiar vocabulary and phrases with which they are accustomed. Students will build presentational speaking skills by practicing with partners and peers throughout the course on a variety of topics and with scaffolded use of various time frames.</i></p>	<p>5%</p>
<p>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.</p>		
<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 write short, guided messages and notes on familiar topics using phrases and sentences.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • informing, listing, and writing simple narratives; • expressing thanks; • giving simple reasons why someone should do or say something; • writing a simple invitation; and • stating what people, places, and things are like with some details. <p>b. Students use practiced, culturally appropriate formulaic 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 familiar topics. By the end of SPN 102, students will be expected to: 1. inform, list, and write simple narratives 2. express thanks 3. give simple reasons why someone should do or say something 4. write a simple invitation 5. state what people, places, and things are like with some details</i></p> <p><i>Description: In this course, students will begin to write using simple sentences and structures on a variety of topics. There will be many different types of writings assigned and practiced throughout the course. Some will be formal and others informal. Writings will be content specific and use simple sentences to give information. Examples of these writings include: 1) In the Vacation unit, an email invitation to join a family vacation in which the students describes his or her family and activities during vacations. 2) In the Daily Routine unit, a writing about daily routine in which they describe all the things they do to get ready for school in the morning for a scripted video blog. 3) In the Food unit, writing a brochure for incoming freshman to our university about food options including information for people with dietary restrictions. In order to prepare for the writings mentioned above, students will brainstorm ideas and preparing detailed outlines. Students also participate in in-class workshops to edit drafts (both peer and individual) and focuses on building discourse, organization, elaboration, range of vocabulary and grammar.</i></p>	<p>8%</p>
<p>Students are also working towards creating with language in various timeframes to write about a greater variety of familiar topics using a series of sentences.</p>	<p><i>Working Towards: Through input and exposure to more vocabulary and grammar and through regular and practiced writing activities during the semester, students will utilize various time frames on a greater variety of familiar topics in presentational writing. Description: Students will compose an array of genres on new and familiar topics. For example, in the vacation unit students will write about flight, hotel, weather, and sightseeing. In other units students will focus on sub-themes as well, allowing them to expand and elaborate on increasingly more topics. In addition students will employ different time frames such as a thank you note in which the student acknowledges a past event.</i></p>	<p>2%</p>