

Intermediate I Course (French, German, Italian, and Spanish)
Miami University – SPN 201

<p>Prerequisite: Beginning foreign language course II or demonstrated performance in the indicated area of study</p>		
<p>Interpersonal Communication: Students initiate and sustain meaningful spoken or 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>		
<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 create with language in various timeframes to initiate, maintain, and end conversations on a greater variety of familiar topics and handle short, social interactions in culturally appropriate ways using contextualized words, phrases, sentences, and series of sentences while continuing to build their repertoire of common idiomatic expressions.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • asking and answering a greater variety of questions; • satisfying basic needs and/or handling simple transactions; • making simple requests, apologies, and excuses; • stating simple contradictions; • giving simple advice and recommendations; and • giving short explanations or stating what people, places, and things are like with many details. 	<p><i>Students can create with language in various timeframes to initiate, maintain, and end conversations in a greater variety of familiar topics. They can also handle short, social transactions in culturally appropriate ways using contextualized words, phrases, sentences, series of sentences, and connected sentences while building their repertoire of common idiomatic expressions. By the end of SPN 201, students will be expected to: 1. ask and answer a greater variety of questions 2. satisfy basic needs and/or handle simple transactions 3. make simple requests, apologies, and excuses 4. state simple contradictions 5. give simple advice and recommendations 6. explain what people, places, and things are like with many details In addition, students may be able to communicate beyond descriptions of the “here and now” by making simple predictions and/or hypotheses. Students will use strategies such as circumlocution to rephrase to make themselves understood and may be able to correct their own errors. 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 expressing why someone should do something or asking and answering a wide variety of questions during an interview. This practice will culminate in a spontaneous conversation assessment between the student and the instructor. Specific examples include: 1) In the Personal Relationships unit, each student will be gathering information about the class as a whole by asking about other</i></p>	<p>25%</p>

<p>b. Students may be able to communicate about more than the “here and now,” making very simple predictions and hypotheses.</p> <p>c. Students recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and can conform to cultural behaviors in familiar situations.</p> <p>d. Students may also be able to correct their own errors.</p>	<p><i>students’ lives. The students are encouraged to use many of the chapter’s vocabulary, culturally appropriate expressions and grammar structures, in this particular example it would be the ser and estar and the present tense, to come up with questions that they would use to get to know a person for the first time (for example in speed-dating). Then the student is randomly matched with another student and uses the questions to interview each other for a short amount of time (2 minutes). After this time, the students switch partners and repeat the interview 4-5 more times. After 5-6 interviews, students are grouped in small groups (3-4) to compare what they learned about the other students in the class and to make generalizations about the class as a whole (for example, There are a lot of students from Ohio., There are many pre-med majors in the class., etc.) This activity culminates in a spontaneous conversation between the student and the instructor. The instructor asks the student to summarize what they found out about the people in the class. 2) In the Pastimes unit the students exchange information about each other’s preferences about what activities they prefer for a first/blind date. The class as a whole comes up with different potential date activities such as seeing a movie, going to a concert, etc. They will then conduct a survey of all the students in the class, asking the students’ preferences and why. Finally the students will compare results of their survey with a small group and state whether they agree with the class’ preference or not and why. The students are encouraged to use many of the chapter’s vocabulary, culturally appropriate expressions and grammar structures, in this particular example it would be the gustar verbs. This activity culminates with spontaneous interaction between the instructor and the students. The instructor asks individual students what the results were and whether he/she agrees and why. 3) In the Daily Life unit, using the chapter’s vocabulary, students interview each other about their cleaning habits, what chores they do and how often. The students then use a point system based on the partner’s answers to describe what the student’s room/apartment is like (it needs to be cleaned immediately, it is a little messy and should be cleaned before inviting guests over, it is very clean and a model for all, it is perfect and the student should spend their time</i></p>	
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	<p><i>doing something else). The students compare the results with the partner and explain whether he/she agrees with the result and why. The activity culminates in a spontaneous conversation in which the instructor asks individual students to describe their favorite and/or least favorite chores. 4) In the Health unit, using the chapter's vocabulary and grammar structures (subjunctive in noun clauses), students come up with questions that could be used to assess someone's health / well-being. Then the students use the questions to interview a partner about his/her health habits. The students then use the answers to decide if the other student lives a healthy lifestyle or not and gives the interviewed student advice about how to improve his/her health. This activity culminates in a spontaneous conversation in which the instructor asks individual students to report on their partner's habits and what he/she should do to improve his/her health. 5) In most units, students use circumlocution strategies to describe vocabulary and/or unknown terms to a partner (who must guess the correct word) in a competition with their fellow students.</i></p>	
<p>Students are also working towards participating in exchanges on a wide variety of familiar topics and handling short, social interactions in culturally appropriate ways in everyday</p>	<p><i>Through their exposure to more vocabulary and grammar and through regular practice conversations during the semester, students will work towards utilizing various time frames with ease and confidence on a wide variety of familiar topics, handling everyday situations in interpersonal</i></p>	<p>5%</p>

<p>situations.</p>	<p><i>communication. Description: Examples of this would be evident through the interactions that they will have with partners and teacher in class, while learning the specific vocabulary for each chapter. For example: 1) In the Personal Relationships chapter, they will ask and answer questions related to personalities of families/friends to determine what to buy for a host/hostess gift. 2) In the Pastimes unit, students will ask for information about their partners' daily routines and ask unscripted and spontaneous questions about preferences for free-time activities to plan a group activity for the upcoming weekend. 3) In the Daily Life unit, using the chapter's vocabulary and grammar structures studied (simple past tenses) students engage in a conversation in pairs to describe what happened in a series of pictures in an information gap activity. Each student in the pair has a different, incomplete series of pictures. The students must ask and answer questions of the other partner to finish the story and narrate what happened. Then the students must use the information presented in the picture to imagine why the characters in the story were cleaning their house in such a rush before the parents arrived home. Finally, the students are asked to tell their partner a time in which he/she did something similar and what happened when/if their parents found out.</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 many details and idiomatic expressions, on a greater selection of familiar topics with or without visual support in a variety of oral texts and media.</p> <ol style="list-style-type: none"> a. Students can sometimes use context to figure out overall meaning. b. Students generally rely on knowledge of their own culture, but also show evidence of increasing knowledge of the target language culture(s) to interpret texts. 	<p><i>Students will apply their increasing knowledge of Hispanic culture and a variety of strategies such using key words and context cues to aid their comprehension of input related to a wide selection of familiar topics and activities, with or without visual support in a variety of texts and media. By the end of SPN 201, students will be expected to: 1. demonstrate understanding of the main idea 2. use contextual clues to understand unfamiliar words and idiomatic phrases 3. identify many 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 or news clip in Spanish, identifying the purpose of the commercial or main idea of the clip, as well as idiomatic expressions and many details. Specific examples include: 1) In the Personal Relationships unit, listening activities will include watching/listening to a news segment about an online dating service. The students are asked to answer questions while viewing the segment. The questions range from general questions to assess the student’s understanding of the main idea (T/F questions) to more open-ended questions where the students identify specific details about the listening (Where is this service offered? Why is this a good market for the service? How does the service match up couples? Who would benefit from this service?) This activity culminates with a discussion of the idiomatic phrases “media naranja” and “media manzana”, which are used to talk about one’s soul mate. 2) In the Pastimes unit, the students listen to a conversation between two young people discussing what movie to see. The students have to listen for general information and answer questions to assess the understanding of the main idea. Then students are asked to listen to the conversation again and gather specific details from the audio (When do they plan to go?, Which movie does each one prefer?, Why doesn’t the other want to see that film?, etc). This activity culminates with a discussion of students’ preferences about films and different film genres. 3) In the Daily Life unit the students view/listen to short film about a man and woman who meet in the supermarket and begin a conversation. While viewing/listening to</i></p>	<p>15%</p>
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	<p><i>the video, the students are asked to answer basic questions about the film to assess understanding of the main idea. Then students are also asked to gather specific details (What happened to the woman's son? What does she want the man to do? What happens at the end? Why?). The students are also asked to use the details of the film to describe the personalities of the two characters and to imagine their past in order to explain their actions in the movie. The activity culminates in students writing a brief, logical ending to the cliffhanger at the end of the film. As a follow up, the students read the ending to the rest of the class and the class votes on which ending is the most realistic, the saddest, the most satisfying, the funniest, etc. 4) In the Health unit, students listen/watch a short news clip about the importance of getting vaccines. While viewing/listening to the video, the students are asked to identify the main idea by answering basic questions. The students then listen/watch the clip again to gather specific details (when should children get the vaccines? What vaccines are recommended? What are the side effects of the vaccines?). The activity culminates in a discussion about why vaccines are important to protect public health. As a summative assessment, students are given a listening exam at the end of each unit where they have to identify general ideas as well as identify specific details about the audio.</i></p>	
<p>Students are also working towards demonstrating understanding of the main idea and many details on a wide selection of familiar topics in a variety of oral texts and media.</p>	<p><i>Through input and exposure to more vocabulary and grammar and through regular listening/viewing activities during the semester, students will work toward demonstrating understanding the main idea and most details on a greater range of familiar topics. Description: In every chapter of the book, the students watch a cultural video clip (called Flash Cultura). Some of the topics explored are: views from Spain on personal relationships and dating, Mexican cinema, going shopping in markets in Barcelona, and pharmacies in Ecuador. During the listening/viewing the video, students are asked to identify the main idea of the audio by answering basic questions. Students listen to the audio again and this time they listen for specific details but in a greater number. To push</i></p>	<p>5%</p>

	<p><i>students to the next level, the students do an expansion activity where they use information from the audio to support answers to open-ended questions (for example: Based on what you saw/heard in the video, which place in Madrid would you want to go on a date and why? How do your Sundays compare with how people spend time on Sundays in Madrid? Is it important for a movie industry to have a national identity? Why? How do movies in Mexico / the US achieve this? Do you prefer to shop in large stores or small markets? Why? How are pharmacies in Ecuador different from the ones in your town? Which seems better to you? Why?).</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>		
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 demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a greater selection of familiar topics in a variety of texts.</p> <ul style="list-style-type: none"> a. Students can sometimes use context to guess the meaning of unfamiliar words and idiomatic expressions. b. Students generally rely on knowledge of their own culture, but also show evidence of increasing knowledge of the target language culture(s) to interpret texts. 	<p><i>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 201, students will be expected to: 1. demonstrate understanding of the main idea 2. demonstrate understanding of idiomatic and formulaic expressions 3. identify many details</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. Examples may include reading an Internet article or short story in Spanish, identifying the purpose of the article or the main idea of the story, as well as many details in the text. Specific examples include: 1) In the Celebrations unit, reading activities will include reading an infographic about the Day of the Dead. The students are asked to answer</p>	<p>15%</p>

	<p><i>questions while reading the information. The questions range from general questions to assess the student's understanding of the main idea and expressions in the reading to more open-ended questions where the students identify specific details about the reading (Where is this holiday celebrated? Which day is devoted to children? What is the most important element? What items are included in an altar?) This activity culminates with a discussion of the holiday and how it compares to holidays in the United States. 2) In the Health unit, the students read an article about health care options in the Spanish-speaking world. Students first identify the sentence that best represents the main idea of the article. Then students are asked to identify the meaning of expressions in the reading. Lastly, they are asked to identify specific details from the reading (How much does treatment cost in public versus private clinics?, What is a curandero and where is he popular?, Why do some people go to Cuba for treatment?, etc). This activity culminates with students discussing which health care system they prefer and why. 3) In the Technology unit the students will read an infographic about the best apps for university students. While reading the information, the students are asked to answer basic questions about the apps to assess understanding of the main idea and of expressions in the reading. Then students are asked to answer questions to identify specific details from the reading (What are two options AlarmDroid has? Which apps help you manage your money? What can you do with Evernote? Why is Angry Birds recommended?). The activity culminates in students identifying which app(s) they found most useful and explaining why. As a summative assessment, students are given a reading exam at the end of each unit where they have to identify general ideas as well as identify specific details about the text.</i></p>	
<p>Students are also working towards demonstrating understanding of the main idea, as well as many details and idiomatic expressions, on a wide selection of familiar topics in a variety of texts.</p>	<p><i>Through input and exposure to more vocabulary and grammar and through regular reading activities during the semester, students will work toward demonstrating understanding the main idea and many details and idiomatic expressions on a greater range of familiar topics. Description: In every chapter of the book, the students read texts including newspaper/magazine articles, poems, short stories, and</i></p>	<p>5%</p>

	<i>informational readings. Some of the topics explored are: Semana Santa in Guatemala, celebrations in Spanish-speaking countries, health care in the Hispanic world, and artificial intelligence. During the readings, students are asked to identify the main idea of the text. They are also asked to identify details from the reading by answering questions ranging from true/false to open-ended questions.</i>	
<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>		
<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 create with language in various timeframes to 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 or advice; • telling why one should do or say something; • presenting short comparisons and contrasts; • making very simple predictions and hypotheses; and • giving short explanations or stating what people, places, and things are like with some details. <p>b. Students can use some culturally appropriate vocabulary, expressions, and gestures, and their presentations reflect some knowledge of cultural differences related to spoken communication.</p>	<p><i>Students will create with language in various timeframes to make simple, practiced presentations on a greater variety of familiar topics. By the end of SPN 201, students will be expected to: 1. give simple explanations, advice 2. give reasons why one should do or say something 3. make short comparisons and contrasts 4. make very simple predictions and hypotheses 5. give short explanations or state what people, places, and things are like with some details For this course, students will regularly participate in individual, pair, and/or small group activities to practice the above-listed skills. Examples may include students recording a message to give advice or performing a skit-based conversation.</i></p> <p><i>Description: Students will be asked to create presentations several times throughout the course. The presentations will vary how they are presented. There will be presentations done in pairs in the form of a skit in front of the class, individual presentations in front of the class, and individual video recorded presentation for the instructor. Examples of individual presentations include: 1) In the Personal Relationships unit, a student will interview a fellow student and then introduce him/her to the class. 2) In the Pastimes unit a group of students will perform a skit in front of the class in which they are out with friends and see an ex-boyfriend/girlfriend on a date with someone else. 3) In the Health unit each student will record a video explaining what they do to have a healthy life and what bad health habits they have that impact their health. The students then make simple recommendations about what they should do to improve their health.</i></p>	<p>15%</p>
<p>Students are also working towards creating with language in various timeframes to make simple presentations on a greater variety of familiar topics using phrases and sentences that they have practiced.</p>	<p><i>Through their exposure to more vocabulary and grammar and through regular and practiced speaking activities during the semester, students will create with the language in various time frames on a greater variety of familiar topics using phrases and sentences that they have practiced.</i></p> <p><i>Description: The skills needed to create the presentation examples stated above will be practiced often in class. Students will be encouraged to incorporate new vocabulary and connected discourse when rehearsing. Examples of presentations include: 1) During the Daily Life unit, students use a picture of themselves (or a celebrity as a child/now) to present to the class how they used to be in the past and what they are like now. 2)</i></p>	<p>5%</p>

	<p><i>During the Health unit, students will present with a group their recommendations about what university students should do to reduce stress in daily life, the importance of vaccines and/or eating healthy, or what to do if a student has a cold/flu or a broken bone.</i></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>		
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 write guided texts and can sometimes create with language in various timeframes to write about a greater variety of familiar topics in a series of sentences using some culturally appropriate vocabulary and expressions.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • writing short narratives, summaries, or apologies; • making simple requests for information; • stating satisfaction or dissatisfaction with someone or something; • presenting simple comparisons and contrasts; and • giving short explanations or stating what people, places, and things are like with 	<p><i>Students can write guided texts and sometimes create with the language in various timeframes to write about a greater variety of familiar topics in a series of sentences. By the end of SPN 201, students will be expected to: 1. write short narratives, summaries, or apologies 2. request basic information 3. state satisfaction or dissatisfaction with someone or something 4. present simple comparisons and contrasts 5. give short explanations or state what people, places, and things are like with some details</i> Description: <i>In this course students will begin to write in various time frames using connected and more complex sentences while using highly practiced culturally appropriate idiomatic expressions. Students will be able to write a paragraph using creating with the language and using appropriate vocabulary. The writing activities will be content specific. Examples of activities are: 1) In the Personal Relationships unit; based on a song / poem about a relationship, students will write a letter/email from the point of view of one of the partners explaining why he/she is breaking up with the other partner. 2) In the Pastimes unit;</i></p>	<p>7%</p>

<p>some details.</p> <p>b. Their writing reflects some knowledge of cultural differences related to written communication.</p>	<p><i>after interviewing a partner about his/her likes & dislikes, students write a paragraph to describe the likes/dislikes of the partner, his/her habits, and his/her personality as compared to the student. 3) In the Daily Life unit; students write an opinion about a movie that they have watched outside of class, describing whether they liked the movie and why and how it compares to other movies that they have watched. 4) In the Health unit, students write a short opinion piece for the newspaper in which they express their opinion about fast food and the problems it causes for public health.</i></p>	
<p>Students are also working towards creating with language in various timeframes on a greater variety of familiar topics by connecting sentences in a logical way.</p>	<p><i>Through their exposure to more vocabulary and grammar and through regular and practiced writing activities during the semester, students will create with language through connected sentences in various time frames on a greater variety of familiar topics in presentational writing. Description: Students will practice using in their writing a variety of transitional words and conjunctions as well as writing about the past and/or the future. For example: 1) In the Daily Life unit, students will write a paragraph describing what happened next after an abrupt, cliffhanger ending of a short film that they watched. They will use linking / sequencing words to help the story flow logically. 2) In the Health unit, students will write a series of logically connected recommendations and explanations based on a description of a university students' health habits.</i></p>	<p>3%</p>