

Intermediate II Course (French, German, Italian, and Spanish)
Miami University – SPN 202

Prerequisite: Intermediate foreign language course I or demonstrated performance in the indicated area of study

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.

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 create with language in various timeframes to initiate, maintain, and conclude conversations on a wide variety of familiar topics and handle short, social transactions in culturally appropriate ways using contextualized words, phrases, sentences, series of sentences, and connected sentences, while continuing to build their repertoire of idiomatic expressions.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • asking and answering a wide variety of questions; • expressing why someone should do or say something; • stating differences of opinion; • giving short explanations or justifications; and • commenting on or stating what people, places, and things are like with many details. <p>b. Students can communicate about more than the “here and now,” making 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</p>	<p><i>Students can create with language in various timeframes to initiate, maintain, and end conversations on a wide 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. By the end of SPN 202, students will be expected to: 1. ask and answer a wide variety of questions 2. express why someone should do or say something 3. state differences of opinion 4. give short explanations or justifications 5. comment on or state what people, places, and things are like with many detail</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 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 Work unit, each student will be hiring someone. The student creates an ad to hire a person for a specific job (something related to the chapter’s vocabulary). The ads are collected by the instructor and distributed to different students. Each student receives an ad to read and interviews for a position another student created. To practice interpersonal speaking, the student who wrote the ad interviews the student who is applying for the position. Students are given time to prepare but are encouraged not to write down the conversation nor script it. The student are encouraged to use many of the chapter’s vocabulary, culturally appropriate expressions and grammar structures, in this particular example it would be the preterite and the present perfect. The student who is applying for the position states why he/she</i></p>	<p>25%</p>

<p>behaviors in familiar situations.</p> <p>d. Students continue to develop self-monitoring skills.</p>	<p><i>is applying for the position, why he/she is the best person for the job. The interviewer has relevant questions to the interviewee. This activity culminates in a spontaneous conversation between the student and the instructor. The instructor asks the interviewer why he/she decided to hire or not the other student. The instructor asks the interviewee why he/she took or did not take the job. 2) In the Popular Culture unit the students exchange information about each other's television viewing habits. They will need to express their opinion about television shows that are shown today in comparison to those in the past. The student are encouraged to use many of the chapter's vocabulary, culturally appropriate expressions and grammar structures, in this particular example it would be the present subjunctive. This activity culminates with spontaneous interaction between the instructor and the students. The instructor presents to the class brief samples of television shows produced in the Spanish speaking world (example: a soap opera, comedies, news). The students spontaneously gives his/her opinion about the show. 3) In the Technology unit, using the chapter's vocabulary and grammar structures studied (present perfect) students engage in a conversation about their technology mishaps. The students are asked to create 3 questions they will ask another classmate about their technology mishap (have you ever broken your cell phone, have you ever downloaded a virus). The answer elicited is either "yes" or "no". Then the class is divided in half, student A and student B. Student A will go around the classroom and will interview 3 different people (student B). Student A will select one of the students who responded with a "yes" to the first question and will engage in a more extensive conversation with follow up (unscripted) questions. (Student A: Have you ever downloaded a virus to your computer? Student B: yes. Student A: must think of at least 3 additional logical, relevant follow up question to ask student B. Student B responds as best he/she can to the questions.</i></p>	
<p>Students are also working towards participating in conversations in various timeframes with ease and confidence about events, experiences, people, places, and things, as well as handling social interactions in culturally appropriate ways in everyday situations,</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 range of everyday situations in interpersonal communication. Description: Examples of this would be evident through the interactions</i></p>	<p>5%</p>

sometimes even when there is a simple complication.	<i>that they will have with partners and teacher in class, while learning the specific vocabulary for each chapter. For example: In the Work chapter, they will ask and answer questions related specifically to looking for an employee or finding a job such as salary, benefits and responsibilities. In the Popular culture unit, students will participate in giving opinions about television shows and making comparisons about American shows and those from the Spanish-speaking world. In the Technology unit, students will interact with each other by asking follow-up (unscripted and spontaneous) questions about technology use.</i>	
<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
<p>*Students can demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a wide 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 often use context to figure out overall meaning. b. Students use their increasing knowledge of the target culture to interpret oral texts and media. 	<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 202, students will be expected to: 1. demonstrate understanding of the main idea 2. demonstrate understanding of idiomatic expressions 3. identify many 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 Technology unit, listening activities will include watching/listening a TV commercial of a cell phone company. The situation is that a family has to upgrade their data plan so they can watch "telenovelas" (soap operas). The students are asked to answer questions while viewing the commercial. The questions range from general questions to assess the student's understanding of the</i></p>	15%

	<p><i>main idea (T/F questions) to more open ended questions where the students identify specific details about the listening (why does the family need more data? Who needs it? Why? This activity culminates with a discussion of the importance of “telenovelas” in Latin America. 2) In the Economy unit, the students listen to a radio commercial which advertises a lending company. The students have to listen for general information and answer T/F questions to assess the understanding of the main idea. Then students are asked to listen to the commercial again and this time they are asked to gather specific details from the audio (how can clients apply for a loan? Where do they apply for this loan? etc. This activity culminates with a discussion of comparing lending practices in Latin America and in the U.S. 3) In the Popular Culture and Media unit the students view/listen to an interview of the singer Enrique Iglesias, shown in a “gossip TV show” on the Univision Network. While viewing/listening to the video, the students are asked to answer basic questions about the interview to assess understanding of the main idea. Then students are asked to listen to the interview again and this time they are asked to gather specific details (which award was he nominated for? What does he say about his relationship with the singer Pitbull? Etc.) To demonstrate comprehension of idiomatic expressions, the instructor writes on the board an idiomatic expression that the singer used during the interview and students are asked to identify when in the interview he said it and try to explain what the singer meant. As a summative assessment, students are given a listening exam at the end of each unit where they have to identify general ideas by answering T/F questions as well as identify specific details about the audio.</i></p>	
<p>Students are also working towards demonstrating understanding of the main idea and most details on a wide selection of familiar topics in a variety of oral texts and media, even when something unexpected occurs.</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: Modern architecture in Spain, Mate and Tango in Argentina, Machu Picchu. 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</i></p>	<p>5%</p>

	<p><i>greater number. To push 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: how can one reach Machu Picchu?, how would you go and why? Another example: Based on the descriptions of some famous houses in Barcelona (the Neruda house, the Batlló house), where would you like to live and why? Based on the descriptions of the buildings you heard, which architectural design do you like best and why?</i></p>	
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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 many details and idiomatic expressions, on a wide selection of familiar topics in a variety of texts.</p> <ul style="list-style-type: none"> a. Students can more easily follow what they read about events and experiences and can sometimes speculate on outcomes. b. Students can often use context to guess the meaning of unfamiliar words and idiomatic expressions. c. Students use their increasing knowledge of the target culture(s) to interpret written texts. 	<p><i>Students will apply their increasing knowledge of Hispanic culture and a variety of strategies such using context cues to derive meaning in a variety of texts related to a wide selection of familiar topics. By the end of SPN 202, students will be expected to: 1. demonstrate understanding of the main idea 2. demonstrate understanding of idiomatic expressions 3. identify many details 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 ad or news article in Spanish, identifying the purpose of the ad or the main idea of the news article, as well as idiomatic expressions and many details. Specific examples include: 1) In the Housing unit, reading activities will include reading an article about home exchanges. The students are asked to answer 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 a home exchange? Where is this popular? Why are people interested in this type of vacation?) This activity culminates with a</i></p>	<p>15%</p>

	<p><i>discussion of the advantages and disadvantages of home exchanges. 2) In the Work unit, the students read an article about interviewing tips. 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 (What is the most important tip? How early should you arrive to an interview? What things should you not do in an interview?). This activity culminates with students comparing interview tips in the article to those they might find in the United States. 3) In the Health/Well-Being unit the students will read information from a website about a gym chain in Spain. While reading the information, the students are asked to answer basic questions about the site to demonstrate understanding of expressions and details in the reading. Then students are asked to answer questions to identify specific details from the reading (What are the two enrollment options? How long has the Valencia location been open? How much do you pay for parking? What are the hours each day?). The activity culminates in students explaining why they like certain features or options of the gym. As a summative assessment, students are given a reading exam at the end of each unit where they have to identify main 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 most details and idiomatic expressions, on a wide selection of topics in a variety of texts. They are also working towards demonstrating understanding of stories and descriptions of some length in various timeframes, even when something unexpected occurs.</p>	<p><i>Through their exposure to more vocabulary and grammar and through regular reading 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 read texts including newspaper/magazine articles, poems, short stories, and informational readings. Some of the topics explored are: housing options in Spanish-speaking countries, Chichén Itzá, the metro, and short stories or literature excerpts such as Un día de éstos by Gabriel García Márquez. During the readings, students are asked to identify the main idea of the text or a selection. They are also asked to identify expressions and details from the reading by answering questions ranging from true/false to open-ended questions.</i></p>	<p>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.

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<p>*Students can create 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>a. Functional ability includes:</p> <ul style="list-style-type: none"> • giving simple explanations, advice, recommendations and opinions; • giving reasons why one should do or say something; • making simple predictions and hypotheses; and • giving short explanations or stating what people, places, and things are like with many details. <p>b. Students 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 202, students will be expected to: 1. give simple explanations, advice, recommendations and opinions 2. give reasons why one should do or say something 3. make simple predictions and hypotheses 4. give short explanations or state what people, places, and things are like with many 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. 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 Employment unit, a student, who is applying for a job (related to vocabulary words) must record a video that will be sent to a possible employer. In the video the student talks about himself/herself and will highlight the characteristics that makes him/her the best fit for the job. 2) In the Technology unit a group of students will present about an item they have just invented. They will describe the item, explain its benefits, make recommendations to the audience and persuade them to buy it. 3) In the Art/Literature unit each student will present about their favorite art or literary piece from a Latino artist or writer to incorporate culture into the presentation. The student will explain the painting/book/novel, etc., will give his/her opinion about it, and will hypothesize what he/she would have done differently if he/she was the artist/author of the piece.</i></p>	<p>15%</p>

<p>Students are also working towards creating with language in various timeframes to make presentations on a wide variety of familiar topics using sentences, series of sentences, and connecting sentences in a logical sequence.</p>	<p><i>Through their exposure to more vocabulary and grammar and through regular and practiced speaking activities during the semester, students will utilize connected sentences in various time frames on a greater variety of familiar topics in presentational speaking. 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.</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 create with language in various timeframes to write about a greater variety of familiar topics in logically connected 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; • requesting basic information or simple clarifications; • stating satisfaction or dissatisfaction with someone or something; • presenting short comparisons and contrasts; and • giving short explanations or stating what people, places, and things are like with many details. <p>b. Students may be able to write about more than the “here and now,” making simple</p>	<p><i>Students create with the language in various timeframes to write about a greater variety of familiar topics in logically connected sentences. By the end of SPN 202, students will be expected to: 1. write short narratives, summaries, or apologies 2. request basic information or simple clarifications 3. state satisfaction or dissatisfaction with someone or something 4. present short comparisons and contrasts 5. give short explanations or state what people, places, and things are like with many details For this course, students will regularly participate in writing activities to practice the above-listed skills. An example may include students writing a letter to request information or to express satisfaction with a person, place, or thing. Description: 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 cohesive devices and appropriate vocabulary. The writing activities will be content specific. Examples of activities are: 1) In the Job unit; writing a cover letter where the student must highlight his/her skills to be considered for a position. 2) In the Technology unit;</i></p>	<p>7%</p>

<p>predictions and hypotheses.</p> <p>c. Their writing reflects some knowledge of cultural differences related to written communication.</p>	<p><i>writing an email to a cell phone company stating dissatisfaction about the quality of the phone. 3) In the Pop Culture unit; writing a review for the school newspaper of a music video or tv show in Spanish.</i></p>	
<p>Students are also working towards the ability of writing short, culturally appropriate paragraphs in various timeframes that include a topic sentence, logically sequenced sentences, and a few supportive details.</p>	<p><i>Through their exposure to more vocabulary and grammar and through regular and practiced writing activities during the semester, students will utilize connected and paragraph-length discourse in various time frames on a greater variety of familiar topics in presentational writing. Description: Students will begin to write longer texts to work towards the paragraph-length discourse. They will practice using in their writing a variety of transitional words and conjunctions as well as practiced idiomatic expressions.</i></p>	<p>3%</p>