



**Writing Skill** is limited to familiar topics and is expressed at the sentence and simple paragraph level. When the writer utilizes learned/familiar materials s/he is more successful than when trying to create new material.

**Aural Skills (Listening):**

The student can comprehend (listen to and understand) general topics in authentic contexts, including expository material, conversations, newscasts and commercials. Here the student can pick out main ideas and key words in familiar contexts.

**Reading:**

The student can read short selections of new materials on general topics, picking out main ideas and key words, and can read recombined short narratives and dialogues using familiar/learned materials as the basis. The student can extract specific information from the reading including new facts using the reading skills of anticipation/prediction and scanning for material context clues.

**Cultural Insights:**

The students will use their knowledge of the basic aspects of CTL culture in the skills discussed above. These might include basic geography, formal and informal address situations, housing, schedules, meals, education, student life and basic business situations.

Our grammatical, writing, aural, reading, and cultural outcomes in Spanish meet and supercede these state norms and we have assessment activities that measure all of these outcomes with the exception of cultural insights. The oral proficiency outcomes are assessed daily through in-class activities using group exercises, choral repetition, and communicative language activities.

b. End-of-sequence Learning Outcomes

The end-of-sequence learning outcomes for SPA 101-103 are:

- Apply rules of pronunciation, grammar, and lexicon to unfamiliar material.
- Use basic spoken communications.
- Read and comprehend short passages.
- Demonstrate a working knowledge of the culture of Spanish-speaking countries.

In addition, students will be able to:

I. Grammar—use various tenses such as the present tense, immediate future, past tenses (imperfect, preterit, present perfect), the future and conditional tenses, the subjunctive, common reflexive verbs, pronouns and common idiomatic expressions

Writing— express their own ideas in writing creatively. The student is able to write simple paragraphs related to everyday life in a culturally appropriate way.

Reading— read recombined short narrations and dialogues using learned material as basis and derive meaning from textual passages using reading skills, such as schema, prereading and scanning skills for comprehension. Also to be able to read and comprehend informational texts from authentic Spanish sources

II. Speech— to converse in simple, basic level sentences on topics of everyday life and needs. Examples of topics include family, study, work, social obligations, everyday travel, food and . To understand Spanish when spoken by authentic speech patterns and speed. To communicate orally in natural sounding Spanish and in culturally appropriate ways.

Audio/Visual— understand most of the general topics, such as news programs, and commercials (available in language lab) while engaging in listening, speaking activities. In these examples, students can pick out the main themes and ideas.

Culture—have a basic knowledge of the culture through readings, class discussions and internet research topics. Cultural knowledge is transmitted in the teaching of the above skills, by using cultural themes in the lessons. To be aware of culturally determined patterns of behavior. To develop critical thinking skills as they apply to language learning.

**III. Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

a. **Formative Assessment Method(s) and Description:** a measurable indicator of student in-progress success in attaining the stated learning outcome(s):

First year:

Informal formative assessment occurs in every class that students attend and participate in on a daily basis. The paired and small-group activities are predictive of student success. Also, students turn in weekly assignments that instructors can use to pinpoint student problems. For examples, in 101 particular assignment is given that requires students to create sentences using -AR verbs. If students do not do well on this assignment, extra time is spent with on the topic to help them learn the material better. Students in SPA 101, 102, and 103 are also assessed with six written examinations per quarter over each chapters that are covered in those courses that evaluate vocabulary and grammar directly and communication skills and culture indirectly.

The first section combines assessment of vocabulary, culture, and discursive function in which the students must select the proper vocabulary items to complete the readings. In this section the student proves not only some of the competencies they have each achieved, but also some of the levels of lack of competency. The instructor can measure whether incorrect vocabulary answers come from a lack of cultural understanding or discursive function and then give the student proper feedback.

A grammar-based section follows this initial section in each quiz. However, unlike an achievement test where a student simply supplies memorized conjugations, adjective forms, etc., based on a grammatical paradigm, the student always has to supply some secondary information based value to get full credit for the item being tested. Therefore, there are two variables always being assessed, and we show students how to use these indicators to enhance their learning activities. This information really helps pinpoint whether the student has problems with meaning, form, or both. It also tells the student which area(s) the student needs improvement.

The third section of the quizzes alternates between reading, aural, or additional grammatical assessment. The communicative sections that test aural capacity in which a student is given a concrete context that parallels the topic of the chapter being assessed. In this section the student hears questions read a total of three times each in Spanish, is allowed to dictate down the question, and is expected to go back and answer the question in written Spanish. These questions cover the cultural contrast aspects of the two cultures, and idiomatic structures that do not literally translate from one language to the other. They also contain the vocabulary and grammar structures of the chapter.

The comprehensive final exams that are based on these “prochievement style / assessment” quizzes will cover the most important informational, cultural contrastive, communicative, and grammatical topics of the combined chapters.

Second year:

This assessment goes much further in the SPA 201, 202, and 203 series. The assessment in the second-year series of university parallel study contains many similar aspects as the assessment in the first year, especially when it comes to the assessment of grammar and grammatically based communicative skills. The “prochievement style assessment exams” for each chapter of the text that teaches grammar and grammatically oriented communicative skills evaluate the student’s knowledge of the grammar in the same way that the first year exams also do this. This method demonstrates the student’s problem solving capability through analysis and synthesis skills. Like the first year quizzes, each assessment exam begins with a vocabulary section in which the student must separate out ten meaningfully and grammatically correct vocabulary words from ten distracter items that are incorrect and insert them in the lines below the items where they logically belong. The second page of the assessment exams list ten items at the top of the page which must be “grammatically manipulated” in some way before the student can insert them in the line items below in which they are the most meaningful completion of each of the line items. The text that teaches this grammar also offers in depth cultural information about a specific Spanish speaking culture and “zeroes in on” a specific functional cultural use of the language (e.g. import-export sales).

Also, through a combination of small group creative writing activities and student-to-student and instructor-to-student interviews, the assessment exams assess learning through a third section in which the students dictate down ten oral questions and later provide ten written answers to these questions. Besides assessing the students’ knowledge of vocabulary and culture of each chapter, each exam also demands that the students manipulate this information within specifically specified grammatical informational structures.

Finally in both the communicative sections and the grammatical sections of the exams some items (e.g. comparative and superlative forms of adjectives) are left “completely open ended” and the student may insert any (comparative or superlative) structure that is both meaningfully and grammatically correct. This approach allows the instructor to assess the student’s communicative competence as well as the student’s grammatical competence. Also, it allows for open-ended creativity and self-expression in the target language. Also, all exams are written as “thematically unified short stories” in which each section of every exam are thematically related to the cultural and functional/notional topics of each chapter. The assessment exams thus stress the values and character of both Western (Spain) and Non-Western (Native American cultures of Latin America, the countries of the Caribbean, and Mesoamerica).

In the second year of university-parallel study SPA 201,202, and 203 sequence of classes the formative and summative assessment goes much deeper. Each quarter the students are assessed over four chapters of grammar and communicative skills using many of the same techniques as are used with the first year students. However, many times the grammar for which they are responsible is much broader and deeper, and the communicative competencies go up to ten questions instead of five per chapter.

Also, unlike the first year students, the second year students are also required to read four short stories each quarter. These are actual unabridged short stories written by famous Spanish-speaking authors from Spain and Latin America and from many different historical periods. In reading actual works of literary art, second-year students must navigate the reading of complex texts and use critical thinking. In addition to being asked to read these short stories, the students have to synopsise these short stories in small groups according to a “style sheet” that the instructor has developed and have to present the finished synopsis in class as an oral presentation before the whole class. In this manner students also communicate the significance of facts, concepts, and ideas in spoken and written Spanish which is clear, precise and logical. Finally, students’

understanding of the literal, metaphoric, and symbolic significance of the contents of the four short stories are assessed when the students turn in writing assignments for each story each quarter. This is one more way in which the students communicate the significance of facts, concepts and ideas in clear, precise and logical written Spanish.

Second-year students are also required to recognize and describe the interactions and institutions that characterize the individual and societies that make the extremely varied Spanish-speaking world in at least two written and spoken in-class presentations. The students meet this requirement at least two times per quarter because they are required to synopsise two articles from a reputable Spanish language newspaper or magazine that they encounter on the Internet according to a detailed instructor-created style sheet. These reports always document the interactions of specific individuals in their conflicts and successes in working with social problems and the large social institutions that address these problems in various Spanish speaking countries from around the world. Also, the style sheet requires that the students demonstrate problem solving capability through analysis / synthesis. It does this by requiring them to define all new and difficult to understand Spanish vocabulary words in simpler, but much more extensive definitions of that word in Spanish that the other students and themselves can more readily understand. Also, students must analyze the article and develop a detailed list of the main ideas in Spanish in a separate section of the synopsis. Finally, these main ideas must be incorporated in fully formed grammatically correct sentences in thematically organized paragraphs. These paragraphs must fully and correctly synopsise the linguistic, cultural, and sociological information in the article in class in a verbal presentation and must communicate the significance of facts, concepts and ideas in clear, precise and logical spoken and written Spanish.

Second year university parallel students capable of meeting all of the above listed requirements for all second year Spanish courses clearly demonstrate an academic proficiency comparable to students completing the second year of a baccalaureate degree program.

- b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

Professors Larmeu and Petrey together developed a summative assessment instrument (a capstone exam) to determine if the students had proficiency in the major key areas of SPA 101, 102, and 103. This contained four major areas of grammar knowledge and one area of listening comprehension that a student coming out of the first year of university parallel will need to have mastered in order to succeed in the second year of university parallel. The topics included cover: one major point from 101, one from 102, two from 103, Listening Comprehension Questions based on a video segment from the Interactive Multimedia that accompanies the first year text.

The first time that this "Capstone Exam" was given was in Winter 2003. It is still being given on a quarterly basis. Data is being slowly gathered from this instrument, and one major change in instruction has come from its use.

Currently no Summative Assessment is given for SPA 201-203. The main reason for this is that 203 has very low enrollment, since many students take up only to 202 for transfer purposes. We now have an assessment tool that can be used for such a purpose and are now exploring its implementation. This tool is the Brigham Young Web Computerized Assessment Placement and it is being used by Wright State to summatively assess students who have finished their Spanish program.

**IV. Results:** A description of the actual results of overall student performance gathered from the assessment(s). (see III.a.)

Previous high school experience in Spanish does not automatically determine success in learning Spanish at the college/university level in SPA 101, 102, and 103. Major elements of attrition generally take place within the first two to six weeks. Retention rates, however, are consistently over 60%, which is at or above the standard for university modern language classes. Our analysis of the short-term classes the administration requested we teach shows that retention for those classes drops below 50%.

We now possess the Brigham Young assessment tool for placement and this has helped us to retain students who otherwise would have placed too low or too high using self-selection. The curriculum ensures that learning must take place in all skill areas for the student to be successful in completely finishing any one of the three courses in the university parallel sequence. The curriculum also helps develop communication skills and thinking skills (especially in the area of problem solving through analysis / synthesis).

Analysis of initial data from the Capstone revealed interesting and insightful information. One section assesses comprehension of a video dialogue along with the ability to create comprehensible sentences. We started adopting video in the lab that incorporated subtitles in Spanish. We looked at data on exams taken before and after this change. results across the board showed that students that had access to subtitles performed slightly but significantly higher on comprehension but slightly but significantly lower on grammatical production of sentences. We interpreted the data to signify that students were spending more time viewing and reading and less time writing in preparation for the assessment. We therefore instructed our instructors to keep this in mind and incorporate more writing exercises in 103. We are still waiting on subsequent data to see how this will affect performance.

**V. Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

We have requested an update to Podium status for the ML multimedia room and this has been approved for AY 2006-2007.

#### **Aural / Oral Proficiency**

Our concern for developing speaking proficiency led us to initiate the conversation table. This is now in its third year and beginning Spring Quarter there will be two conversation tables in Spanish per week. All students are now required to use the multimedia lab and/or use online assessment created by the textbook publishers. The lab serves as a valuable diagnostic and support center for our students, and its use has grown substantially in the last five years. We have requested additional space for the lab and it appears that this will soon be authorized. We received authorization for \$50,000 of capital improvements to bring in digital audio software that allows us to keep student audio portfolios. This will be a valuable enhancement to our ability to assess aural and oral proficiency.

A new development was initiated in fall 2004 to put Spanish subtitles into the digitized multimedia files. We now have subtitles available in all textbook-related media files for SPA 101-203 students. We also have available on our server 15 CDs worth of music available for students along with lyrics in Spanish. This allows students to work on their mapping skills (connecting phonetic input to written texts).

**Reading / Writing Proficiency:**

As of the 2003-2004 school year, all of the texts are supported by “web sites” that will be thematically integrated into the activities of the chapters of all texts. This development greatly helps students to develop true “native speed speech recognition skills”. Students need to develop these skills in order to effectively communicate in “live situations” with native speakers of the language in the foreign cultural settings. In addition, a resource page has been provided for Spanish students at:

<http://people.sinclair.edu/dereketrey/>

Internet use has been expanded to include research and writing assignments for first year university parallel students.

In the second year the continuation of the newspaper reading/writing/in-class/oral presenting activity will continue. The enrollment in the 201 course continues to be strong, and this year we are offering an additional section in the off-sequence. We are convinced that the continued excellence of the Modern Language Lab, including its staff, led by Director Julie Hatton, is the most important fact that increased enrollment. The accessibility of “today’s newspapers” in Spanish from a Spanish speaking country via the MLL has greatly increased the student desire to do web-based activities. This type of activity has proven to be crucial in developing students’ fluency in the target language when combined with other types of contextualized real-world-oriented in and out-of-class activities in that sequence.

**Cultural Proficiency:**

We have initiated the conversation tables and a series of Hispanic-themed events at Sinclair to help students engage in intercultural experience, interaction, and reflection. We have also designed as a pilot program in close collaboration with the French program an Inventory of Learning Styles which can be used to help students find ways to better study as well as to find ways that students can begin to explore cultural phenomena inside and outside of the college setting. Four sections of Spanish have been involved in Service Learning this year as an additional pilot program. This is based on the concept that social interactions with native speakers belonging to a different culture is the best possible way for students to globally assess their language capabilities.

**VI. General Education:** A description of where and how within the major the three primary general education outcomes\* (communication, thinking, values/citizenship/community) are assessed.

a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Written communication is formally assessed in the first year of university parallel study in the eighteen “prochievement style assessment” quizzes and three final exam of the first year in the first two of the three pages of those quizzes and exams, along with writing assignments turned in by students on a regular basis.

Written communication is formally assessed in the second year of university parallel study in the twelve exams that cover the year’s study in the first two of the three pages of those major exams. It is also formally assessed in the twelve synopses the students write on the contents and meanings of the twelve short stories assigned to be read in the second year. It is also formally assessed in the 12 writing assignments that the students write out for the 12 short stories they read in the second year. Finally, it is also formally assessed in the six synopses that the students write about Internet-based newspaper or magazine articles.

Please see Section III a and b for a detailed description of these assessment procedures and the written documents on which they are based.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Oral communication is formally assessed in the first year of university parallel study in the eighteen "prochievement style assessment" quizzes and three final exam of the first year on the last of the three pages of those quizzes and exams.

Oral communication is formally assessed in the second year of university parallel study in the twelve exams that cover the year's study in the last of the three pages of those major exams. It is also formally assessed in the in-class oral presentations that students must make on the twelve synopses they have previously written out on the contents and meanings of the twelve short stories assigned to be read in the second year. Finally, it is also formally assessed in the in-class presentations the students must make on the six synopses that the students write about Internet-based newspaper or magazine articles.

Please see Section III a and b for a detailed description of these oral assessment procedures and the written documents on which they are based.

In addition, we have developed a series of courses designed to address professional communication specific to particular industries. We have begun special topics courses in Conversational Spanish for Law Enforcement and Conversational Spanish for Health Care. These courses are now in the CMT process and we expect them to become SPA 161 and SPA 162, respectively, beginning Fall 2006.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe assessment results if available.

Thinking is formally assessed in the first year of university parallel study in the eighteen "prochievement style assessment" quizzes and three final exam of the first year in the first two of the three pages of those quizzes and exams.

Thinking is formally assessed in the second year of university parallel study in the twelve exams that cover the year's study in the first two of the three pages of those major exams. It is also formally assessed in the twelve synopses the students write on the contents and meanings of the twelve short stories assigned to be read in the second year. It is also formally assessed in the 120 short essay answers that the students write out for the 12 short stories they read in the second year. Finally, it is also formally assessed in the six synopses that the students write about Internet-based newspaper or magazine articles.

Please see Section III a and b for a detailed description of these assessment procedures and the written documents on which they are based.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Values/citizenship/community is formally assessed in the first year of university parallel courses when the students show awareness on the eighteen quizzes and the three final exams. This occurs when students show awareness of differences that exist between American values and the values of Spain (a Western country) and the Native American

Indian and Mestizo cultures that exist in the Caribbean, Central and Southern America, and Mesoamerica. These include the different behaviors that are exhibited, and the different political, moral, ethical, and family values that separate the two cultures.

In the second year of university parallel study, values/citizenship/community is formally assessed in the twelve exams that are taken in the three courses. It also occurs when students show understanding of the values that are contained in the twelve short stories they read every year. Finally, it is also formally assessed in the six synopses students make of Internet-based newspaper articles. This occurs when students show awareness of differences that exist between American values and the values of Spain (a Western country) and the Native American Indian and Mestizo cultures that exist in the Caribbean, Central and Southern America, and Mesoamerica. These include the different behaviors that are exhibited, and the different political, moral, ethical, and family values that separate Western culture and others.

Please see Section III a and b for a detailed description of these assessment procedures and the written documents on which they are based.

The department is also involved in a program that assists professionals in the workplace. For example, faculty helps medical professionals communicate with their patients, the police with the community at large, and lawyers with their clients.

And finally, faculty hold “conversation tables” weekly for anyone who may be interested in socializing with other Spanish speaking individuals.

e. Computer and information literacy.

Computer skills and information literacy are integral parts of the Spanish program since the availability of the multimedia lab. Students are encouraged to access information electronically, to critically analyze that information, to use that information in creating their responses utilizing the same technology. Spanish 201-203 students are required to use electronic media for their presentation, and this is increasingly incorporated in 103 as well.