



FERRIS STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

TO: Matt Wagenheim, Chair, Academic Program Review Council (APRC)
CC: Debra Courtright-Nash, Department Chair, Languages & Literature
FROM: J. Andy Karafa  Interim Dean, Arts & Sciences
RE: Spanish Minor
DATE: 09/01/2015

Spanish is, perhaps, one of the largest minors housed within the College of Arts & Sciences. It provides instruction and experiences much needed by our students, especially given the growing size of the Spanish-speaking population here in Michigan and elsewhere.

Overall, it appears that the Spanish minor is quite healthy, in large part because of its engaged faculty and department leadership. A few things are particularly noteworthy, including the continued professional development of the faculty (e.g., many members have begun training to conduct oral proficiency interviews), the development of a variety of program and student-learning assessments (especially those linked to ACTFL standards), and the various forms of outreach associated with the program (e.g., work with the Latin@ Center).

The dean's office appreciates the effort that went into the 2015 report.

To: Academic Program Review Council 2015-2016, Matt Wagenheim, Chair

From: Debra Courtright-Nash, Language and Literature Department Chair

RE: Spanish Minor Program Review

The Spanish Minor is a growing and evolving minor. In order to meet and increasing number of students taking Spanish courses at Ferris State University, three new tenure track faculty were hired and began teaching in August of 2014. Thus, five tenured and tenure track faculty are actively engaged in providing consistent, quality language education and in actively participating in university and community events that engage the larger community in language learning.

Beyond their own scholarship and service, the faculty have focused on improving assessment and using assessment results to adjust their curriculum and program offerings. In addition to actively revising the Spanish course outcomes and assessment measures, the Spanish faculty pursued further training in the American Council of Teaching of Foreign Languages Oral Proficiency Interview. All of the Spanish instructors will complete a weeklong workshop to renew their status or to become certified OPI interviewers this month, in order to ensure standardized assessment not only within our institution but with national norms.

In addition, the faculty revised the minor program and to allow better transition and more logical progression through the course sequence. The Minor Clean-Up Proposal was approved by UCCC and Academic Affairs in Spring 2015.

The number of Spanish minors has consistently grown and I anticipate more growth in the future. As a means of promoting diversity on campus and marketing the minor, the department supports yearly events that celebrate Spanish, Hispanic, and/or Latin@ culture. Our department policy is to provide financial and strategic support for educational activities and events such as the Day of the Dead celebration in Fall 2015. During the 2015-2016 school year, the department will also be working with the Dean's office of the College of Arts and Sciences to promote the Spanish Minor and the new Spanish in the Professions Major through an integrated marketing plan that we developed during the spring and summer sessions.

SPANISH MINOR PROGRAM REVIEW PANEL REPORT

August 14, 2015

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A. Program: Name and history

Spanish Minor Description and Mission

The Spanish Minor prepares students to develop communication skills in the areas of reading, writing, speaking and listening in Spanish. The fastest-growing population in the U.S. is Spanish-speaking Americans, and some of our most important trade partnerships are in Mexico and Latin America. Throughout the United States, a demonstrated fluency in Spanish is sure to be an asset in any career, whether it is education, health care, social services, business, governmental services, technology, tourism, and leisure activities.

The Spanish Minor offers Ferris students the opportunity to expand their horizons and increase their cultural awareness enhancing their educational experience in a rapidly changing global economy and society. Students at Ferris have the opportunity to acquire the necessary skills to effectively communicate with the Michigan Latino population, and be informed about the political, economic and cultural differences of the countries that this language represents in and outside the United States. The Spanish faculty recognizes the importance of providing students with the necessary language and intercultural skills to better participate and interact in a diverse society.

Spanish is the second language of the United States, in virtually all major metropolitan areas, as well as in many agricultural regions, knowledge of Spanish provides a distinct professional and cultural advantage. Students with this minor enhance their opportunity for employment in a variety of careers throughout the country.

While all careers are enhanced by knowledge of a second or third language, specific majors at Ferris lend themselves to this intercultural awareness including:

International Business, Hospitality Management, Criminal Justice, Social Work, Plastics Engineering, Teacher Education, Public Relations, Public Administration, Health Care, HVAC, Automotive, and Construction.

The Spanish minor has been in existence since 1988. During those 27 years, the program have graduated 230 minors. The number of students that have participated in Study Abroad programs, has been increasing every year and faculty have made students at Ferris as well as the larger community aware of the opportunities available by studying the language and culture through classroom interactions and study abroad opportunities, university wide events such as the Day of the Dead events, community opportunities to join faculty and students at language speaking tables, and through involvement with community projects such as the Latin@ Center. These have been the primary methods of making constituents aware of the purposes of the program.

B. Program Goals and Strategic Plan:

Ferris State University's Mission:

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

Ferris State University's Vision Statement

Ferris State University will be: The recognized leader in integrative education, where theory meets practice throughout the curriculum, and where multi-disciplinary skills important in a global economy are developed with the result that Ferris State University will also be:

- The preferred choice for students who seek specialized, innovative, career- and life-enhancing education
- The premier educational partner for government, communities, agencies, businesses, and industries through applied research and joint ventures
- A stimulating, student-centered academic environment that fosters life-long engagement, leadership, citizenship, and continuing intellectual development
- A university that aligns its practices and resources in support of its core values of collaboration, diversity, ethical community, excellence, learning, and opportunity

College of Arts and Sciences Strategic Plan:

- Be a demonstrable and relevant center of excellence in educational quality, student engagement, and student learning.
- Be a collaborative college that fosters partnerships using the unique strengths of Arts and Sciences.
- Be a college with a clear and recognizable identity.
- Be a college that promotes the values of diversity and inclusion.

The goals of the Spanish Minor are:

1. Develop students' communication skills in Spanish in the areas of listening, writing, conversation and reading to enhance job opportunities that require effective communication in Spanish.
2. Enhance student opportunities for employment in a variety of careers throughout the country and abroad.
3. Encourage the study the cultures of the Spanish-speaking world and promote intercultural awareness and diversity.
4. Promote appreciation of cultural artifacts from the Spanish-speaking world.
5. Provide the experience of study abroad programs or internships (locally or abroad) in the student's area(s) of expertise.

Strategic plan for the Spanish Minor for the next 5 years:

Initiatives	Action Steps
Be a program that promotes our principles of diversity and inclusion	<ul style="list-style-type: none"> -Create a course of Spanish for Heritage Speakers -Continue working on collaborative projects with the Center of Latin@ Studies -Create a proposal of Summer Spanish Language Camps for youth -Bring guest speakers to campus in the area of Spanish for the Profession -Extend the continuing education class of “Hablemos” to Ferris-Grand Rapids and continue the program at Ferris’ main campus -Develop social media sites for alumni of the Spanish Minor
Be a program that works in collaboration with other programs in the university and with the community	-Create a proposal of a Minor in Spanish for the Professions
Enhance the quality education and student learning	-Continue working with the tutoring center, and create a Spanish Writing Center/Workshop Hours to enhance the learning experience of the language

Implementing Goals and Strategic Plan:

The program goals and strategic plan correspond to and contribute to the university’s mission and the college’s strategic plan by preparing students with skill for a global economy; initiating collaboration with local and international communities through internships; and introducing students to diverse cultures and language experiences. The goals and strategic plan are communicated to student stakeholders through outcomes on syllabi. The Languages and Literature department’s world languages committee’s charge is to consider and evaluate plans and goals for this and other language programs.

C. Curriculum

Our current curriculum follows the standard offerings of the majority of the universities in the United States. We offer both lower and upper division courses.

SPAN 101, SPAN 102, SPAN 201, and SPAN 202. The most important goal of these courses is help students to develop the 4 language skills: listening comprehension, speaking, reading comprehension and writing, so they can effectively communicate in Spanish. In addition, the courses also put students in contact with the culture of Spanish dialects in order to improve and enhance their language learning experience. SPAN100 is a beginner course designed for students who need to communicate and learn essential items associated with Business and Travel. Some students use this course as a refresher before entering SPAN101 or SPAN102.

Lower Division Courses	
SPAN 100	Spanish for Business and Travel
SPAN 101	Beginning Spanish 1
SPAN 102	Beginning Spanish 2
SPAN 201	Intermediate Spanish 1
SPAN 202	Intermediate Spanish 2
Upper Division Courses	
SPAN 301	Advanced Spanish 1
SPAN 302	Advanced Spanish 2
SPAN 323	Survey of Spanish Literature
SPAN 331	Contemporary Culture-Soc Spain
SPAN 333	Contemporary Culture - Soc Hispanic America
SPAN 343	Hispanic Cinema
SPAN 425	Spanish Language Pedagogy
SPAN 497	Special Topics in Spanish

The courses of SPAN 301 and SPAN 302 (Advanced Spanish 1 and 2) are designed to continue with the development of students' language skills in the areas of reading, writing, listening, and speaking at the advanced level. Also, the main goal of these two courses is to master the students writing in the areas of description, narration, exposition, and argumentation. On the other hand, SPAN 323, SPAN 343, SPAN 331, SPAN 333, and SPAN 425 are elective courses for students

who are pursuing the Spanish Minor. These courses prepare the students in the areas of Spanish Literature, Hispanic Cinema, Spanish Culture and Civilization, Latin American Culture, and Spanish Language Pedagogy. The latter is a requirement for those students who pursue the Spanish Minor for Secondary Education. The Spanish Teaching Minor option is in correlation to a Major in Education. These two new additions have been running since 2010. All courses from Beginning Spanish through Advanced Spanish have the status of Cultural Enrichment and Global Awareness so many students who are seeking to fulfill those requirements for their majors and minors will take these courses. The curriculum contains other Spanish course offerings but they are not directly related to the Spanish Minor.

After the last program review, the Spanish faculty has implemented new procedures to ensure the quality and currency of the program and curriculum. The courses of SPAN 323 (Survey of Spanish Literature) and SPAN 343 (Hispanic Cinema) were created to satisfy the new requirements of the Michigan Department of Education, and to strengthen the Spanish Minor and make it more comparable (in terms of quality and content) to other Spanish Minors throughout West Michigan. In an effort to improve the student learning experience pedagogically, we have reviewed and adopted new instruction materials from Beginning Spanish to Advanced Spanish. The new teaching materials include interactive websites in which all students can practice the language skills, work on assignments prior to the class, and be better prepared for class. Not only are these new materials more up-to-date in their cultural content and closer to the students' interests, but they also facilitate the acquisition of the language. Furthermore, with the flexibility of these new materials, we are finally able to offer some of our lower-division courses online and as a mixed-delivery option, so we can reach a wider audience both on and off the main campus for the Fall, Spring, and Summer terms.

Program Check sheets can be found in Appendix A. Example Syllabi can be found in Appendix B.

Study Abroad:

Our study abroad program to Costa Rica is an annual program that is run in the summer semester. We encourage our Spanish Minor students to join the program as an option to take either one or two of the required courses for the minor in a Spanish-speaking setting with host families and a language school. As such, students experience the culture awareness and language learning first hand. In the past, students spent two weeks living with host families, learning about the culture in general, practicing the language with native speakers, and visiting and learning about cultural and historic sites while in Coronado, Costa Rica. However, in 2015, the program was extended from a 2-week program to a 4-week program as a result of the efforts of the Spanish Faculty who are currently leading the Study abroad program. Another change for 2015 was the implementation of a conversational Spanish course whereby students were tested by our onsite providers to verify their level of Spanish and place them into conversational courses designed to improve their individual levels. Overall, this change on the length of the program has had a great impact on the program; not only it has helped the students to practice the language and gain fluency, but also has enhanced the students' experience with another culture, and has provided more opportunities to witness diversity and engage in discussions regarding issues pertinent to Costa Rica, Latin American and global trends/impacts in the region.

Spanish Minor clean-up:

In October of 2014, the Spanish faculty worked on a Spanish Minor clean-up. This program clean-up proposal added and adjusted prerequisites and terms offered to the Spanish language courses in order to ensure clearer progression through the minor. Whereas before there were no grade requirements for continuation in the program, it was determined by the Spanish faculty that in order to ensure quality and fluency for students in upper division courses, that students will now be required to have at least a grade of “C” or better. It also requests General Education status for the areas of Cultural Enrichment and Global Consciousness for SPAN323 and SPAN343. Several courses also received updates to accurately reflect the frequency each course is offered.

Extracurricular Activities:

The Spanish faculty also believes that all of our students, especially our Spanish Minors, need to participate in co-curricular experiences, service-learning and other experiential education activities. Our students continue to actively participate in the Spanish Club, where they practice Spanish conversation and help each other with assignments. Additionally, students attend the activities during the celebrations of the Hispanic Heritage Month and learn first-hand about Spanish/Hispanic/Latino and culture inside and outside the United States. Given this excellent opportunities to showcase the culture and promote social awareness, we also require students from all courses to participate in the workshops and activities organized by the Spanish Unit for the celebrations of the Day of the Dead.

Regionally, for the past few years, our students have volunteered and attended the Grand Rapids Latin American Film Festival to become more engaged in the community and offer experiences to inform a general public on the culture and themes relevant to Latin America.

In the area of outreach and service to the community, some of the Spanish professors require students to work on a project: the creation of a bilingual book with short stories, both in Spanish and English, for the children of the migrant workers in the West Michigan.

Finally, the Spanish Faculty provides the instruction for “Hablemos,” a continuing education course in Conversational Spanish offered to faculty and members of the community by the Center of Latin@ Studies.

Curricular changes under consideration:

Although, we have been working on several items to improve the quality of the Spanish Minor, there are still some curricular changes we have under consideration. The current content of SPAN 323 is a survey of Spanish (Peninsular) Literature. The proposed change would modify the content of that course to reflect the topics and themes reflective of the communities that originate in Latin America who reside and comprise the Latino/Hispanic populations of both Michigan and the United States in general. Among the elective courses for the Spanish minor, we currently have two courses of culture and civilization: one related to Spain and another one related to Latin America. Offering the survey of Spanish (Peninsular) Literature, SPAN 323, unbalances the student’s choices since we don’t offer anything related to Latin American literature. The Spanish Unit believes that it would be more beneficial for our students to modify the content of SPAN 323 as we begin to focus more heavily on Latin America and the Latino/Hispanic populations. The goal will ultimately be to blend the course with a combination of Spanish (Peninsular) and Latin American Literatures to show the importance of how Spain

shaped Latin America from Colonial times to the present.

The second curricular change under consideration would be a proposal of a new course: Spanish for Heritage Speakers. Our Hispanic/Latino population, which has been increasing at Ferris State University during the last years, has a different set of needs in comparison with a non-native Spanish speaker who is learning Spanish. We currently don't have any course available for our Hispanic/Latino cohort at Ferris State University. This is a course offered in many schools where they have a significant or growing population of Heritage Speakers who often are caught between having varying fluencies, both in grammar and in speaking; however, they are not able to progress as much as they could in the regular Spanish classes as they already have a base, but have relatively little or no formal instruction in the language. This would allow students to take one course to satisfy the pre-reqs to advance at a quicker pace and focus on their unique needs as Heritage speakers of Spanish.

Another final idea that we are pondering and that we have under consideration for the curriculum is the proposal of Spanish Language Certificates and/or a Minor in Spanish for the Professions. As we understand, it is very important to work in collaboration with the colleges and departments of the University; therefore, creating new programs designed to complement the professional degrees at Ferris would bring a great benefit for the students and their opportunities after graduation in virtually any area, especially those related to the Medical professions, Social Work, Criminal Justice, and Business.

D: Assessment of Student Learning

The purpose of assessment is to inform continuous improvements designed to enhance student’s learning and success. During the 2014-2015 Academic Year, the Spanish faculty reviewed both the Program and Course outcomes to ensure these comply with the new requirements of the University. The revised set of Program and Course outcomes now clearly defines the goals of the program and courses, as well as an effective process for assessment. In order to improve the quality of the program and the quality of learning of our graduates with the Minor in Spanish, we will select one outcome for both the program and courses and perform a regular assessment. During the Spring 2015 we selected the “Culture” outcome for the Program and the “Writing” outcome for each of the language courses we delivered, from Beginning Spanish to Advanced Spanish. The main issue of the previous outcomes was their lack of measurability, but such issue has been resolved as shown in the list below. The new set of student learning outcomes has been uploaded in TracDat, along with the results of the assessment performed with this revised set of outcomes.

We are very happy to report that the assessment for both the Program and the Course Outcomes shows very positive results. For the Course outcomes assessment students were given a written composition assignment and the faculty used standardized rubrics to perform the assessment. The Spanish faculty set the benchmark at 80 % as the criterion for success and 5 out of 6 classes met the benchmark score. This means that 83.33 % of our students scored 80 % and above on the written assignment. The first table shows the results of the written assignment for course outcomes. The second table shows the results of the Spanish Minor Program Assessment. In regards of the Program Assessment, the Spanish faculty selected the Culture outcome; students were given a written exam on the topics of “Women and Revolution, Music and Religion” and we are happy to report that 83.33 % of students met the benchmark score as well.

Assessment Report spring 2015:

Course outcomes (Results)

SPAN 101- Beginning Spanish1 (ACTFL Standards for Novice-mid)	
COURSE OUTCOMES:	MEANS OF ASSESSMENT:
Writing- Students will be able to write short sentences, paragraphs, and compositions on very familiar topics in the target language using the appropriate grammar and vocabulary at their level.	Assessment methods may include short journal entries, short compositions, and/or written exams. Results: 4/27/2015- 73.68 % of students met the benchmark score on the written assignment.
SPAN 102- Beginning Spanish 2 (ACTFL Standards for Novice-high)	
COURSE OUTCOMES:	MEANS OF ASSESSMENT:
Writing- Students will be able to write short sentences, paragraphs, and compositions focusing on elements of daily life in the target language using the appropriate grammar and vocabulary at their level.	Assessment methods may include short journal entries, short compositions, and/or written exams. Results: 4/27/2015- 82.35 % of students met the benchmark score on the written assignment.
SPAN 201- Intermediate Spanish 1 (ACTFL Standards for Intermediate-low)	
COURSE OUTCOMES:	MEANS OF ASSESSMENT:

Writing- Students will be able to write compositions with several paragraphs relating to common content topics and displaying an accurate use of grammar and vocabulary.	Assessment methods may include journal entries, compositions, short essays, and/or written exams. Results: 4/27/2015- 93.75 % of students met the benchmark score on the written assignment.
SPAN 202- Intermediate Spanish 2 (ACTFL Standards for Intermediate-mid)	
COURSE OUTCOMES:	MEANS OF ASSESSMENT:
Writing- Students will be able to write compositions with several paragraphs relating to common content topics and displaying an accurate use of grammar and vocabulary.	Assessment methods may include journal entries, compositions, short essays, and/or written exams. Results: 4/27/2015- 90 % of students met the benchmark score on the written assignment.
SPAN 301 – Advanced Spanish 1 (ACTFL Standards for Intermediate-high)	
COURSE OUTCOMES:	MEANS OF ASSESSMENT:
Writing- Students will be able to write compositions with several paragraphs relating to common content topics. In addition, they also will be able to narrate and describe in the major time frames with solid control of appropriate grammar and vocabulary.	Assessment methods may include journal entries, compositions, essays, and/or written exams. Results: 4/27/2015- 100 % of students met the benchmark score on the written assignment.

SPAN 302 – Advanced Spanish 2 (ACTFL Standards for Advanced-low)	
COURSE OUTCOMES:	MEANS OF ASSESSMENT:
Writing- Students will be able to write compositions with several paragraphs relating to common content topics. In addition, they also will be able to narrate and describe with some mastery in exposition and argumentation in the major time frames.	Assessment methods may include journal entries, compositions, essays, and/or written exams. Results: 4/27/2015- 100 % of students met the benchmark score on the written assignment.

Program Outcomes for the Spanish Minor (results)

PROGRAM OUTCOMES:	MEANS OF ASSESSMENT: (online or administrated by the Faculty)
Culture- Students will identify some of the diverse regions of the Spanish speaking world. They will be able to name, explain, and discuss some important aspects of the culture such as religion, history, literature, and diversity of people. Students will be able to compare and contrast the above cultural components with their own culture.	Assessment methods may include written exams, and/or final projects and presentations. Results: 4/27/2015- 83.33 % of students met the benchmark score on the Written Exam (Women and Revolution, Music and Religion)

Program Outcomes for the Spanish Minor:

PROGRAM OUTCOMES:	MEANS OF ASSESSMENT: (online or administrated by the Faculty)
Reading: Students will be able to grasp the content, write, and communicate their ideas on cultural, literary and media texts.	Reading- written reports and/or reading comprehension exams
Writing: Students will be able to write compositions of several paragraphs using description, narration, exposition, and argumentation with correct grammar, vocabulary and expressions.	Writing- written compositions
Listening: Also, students will be able to understand the meaning, summarize or discuss on oral discourse in media or with native or near-native speakers of Spanish.	Listening- oral interviews and/or listening comprehension exams
Speaking: Students will be able to initiate and sustain conversations at the Advance-low level as defined by the American Council of Teachers of Foreign Languages (ACTFL). In other words, they will be able to describe and narrate in paragraph and longer length discourse combining time frames.	Speaking- skits, oral interviews, and/or oral presentations
Culture- Students will identify some of the diverse regions of the Spanish speaking world. They will be able to name, explain, and discuss some important aspects of the culture such as religion, history, literature, and diversity of people. Students will be able to compare and contrast the above cultural components with their own culture.	Assessment methods may include written exams, and/or final projects and presentations.

Course outcomes:

SPAN 101- Beginning Spanish1 (ACTFL Standards for Novice-mid)	
COURSE OUTCOMES:	MEANS OF ASSESSMENT:
Listening- Students will be able to recognize simple discourse in present tense in short explanations, directions, and simple questions given by instructor and classmates in Spanish.	Assessment methods may include listening comprehension activities, oral interviews, quizzes, and/or exams.
Reading- Students will be able to comprehend written sentences and respond to questions about brief texts in Spanish.	Assessment methods may include reading comprehension quizzes and/or exams.
Speaking- Students will be able respond to simple questions using short memorized phrases and/or sentences in Spanish.	Assessment methods may include skits, oral presentations, oral interviews, and/or oral exams.
Writing- Students will be able to write short sentences, paragraphs, and compositions on very familiar topics in the target language using the appropriate grammar and vocabulary at their level.	Assessment methods may include short journal entries, short compositions, and/or written exams.
Culture of the Hispanic World- Students will able to identify and describe, based on readings of basic information about the geography, culture, history, and economy of the various countries from the Spanish-speaking world.	Assessment methods may include oral or written reports, quizzes, and/or exams.

SPAN 102- Beginning Spanish 2 (ACTFL Standards for Novice-high)	
COURSE OUTCOMES:	MEANS OF ASSESSMENT:
Listening- Students will be able to understand simple discourse in present, past and future tenses in explanations, directions, and short dialogues or conversations.	Assessment methods may include listening comprehension activities, oral interviews, quizzes, and/or exams.
Reading- Students will be able to comprehend written sentences, infer meaning in context, and respond to questions about brief content-rich texts in Spanish.	Assessment methods may include reading comprehension quizzes and/or exams.
Speaking- Students will be able to participate in predictable topics necessary for survival through short conversations and dialogues.	Assessment methods may include skits, oral presentations, oral interviews, and/or oral exams.
Writing- Students will be able to write short sentences, paragraphs, and compositions focusing on elements of daily life in the target language using the appropriate grammar and vocabulary at their level.	Assessment methods may include short journal entries, short compositions, and/or written exams.
Culture of the Hispanic World- Students will be able to identify and describe, based on readings of basic information about the geography, culture, history, and economy of the various countries from the Spanish-speaking world.	Assessment methods may include oral or written reports, quizzes, and/or exams.

SPAN 201- Intermediate Spanish 1 (ACTFL Standards for Intermediate-low)	
COURSE OUTCOMES:	MEANS OF ASSESSMENT:
Listening- Students will be able to recall the content in conversations of distinctive discourses in the target language such as dialogues, short readings, presentations, and media.	Assessment methods may include listening comprehension activities, oral interviews, and/or exams.
Reading- Students will be able to comprehend short narrations, poetry selections and cultural texts, and comment on their content in writing or discussions.	Assessment methods may include reading comprehension and interpretation, quizzes, and/or exams.
Speaking - Students will be able to participate in predictable and social topics necessary for survival through conversations and dialogues.	Assessment methods may include skits, oral presentations, oral interviews, and/or oral exams.
Writing- Students will be able to write compositions with several paragraphs relating to common content topics and displaying an accurate use of grammar and vocabulary.	Assessment methods may include journal entries, compositions, short essays, and/or written exams.
Culture of the Hispanic World- Students will be able to recognize and describe current events, important cultural mediums (i.e. art, literature, architecture, and cultural practices in the Spanish-speaking countries).	Assessment methods may include oral or written reports, quizzes, and/or exams.

SPAN 202- Intermediate Spanish 2 (ACTFL Standards for Intermediate-mid)	
COURSE OUTCOMES:	MEANS OF ASSESSMENT:
Listening- Students will be able to recall the content in conversations of distinctive discourses in the target language such as dialogues, short readings, presentations, and media.	Assessment methods may include listening comprehension activities, oral interviews, and/or exams.
Reading- Students will be able to comprehend short narrations, poetry selections and cultural texts, and comment on their content in writing or discussions.	Assessment methods may include reading comprehension and interpretation, quizzes, and/or exams.
Speaking- Students will be able to participate in a variety of social topics through conversations and dialogues. In addition, they incorporate narration and description in their discourse in all major time frames.	Assessment methods may include skits, oral presentations, oral interviews, and/or oral exams.
Writing- Students will be able to write compositions with several paragraphs relating to common content topics and displaying an accurate use of grammar and vocabulary.	Assessment methods may include journal entries, compositions, short essays, and/or written exams.
Culture of the Hispanic World- Students will be able to recognize and describe current events, important cultural mediums (i.e. art, literature, architecture, and cultural practices in the Spanish-speaking countries).	Assessment methods may include oral or written reports, quizzes, and/or exams.

SPAN 301 – Advanced Spanish 1 (ACTFL Standards for Intermediate-high)	
COURSE OUTCOMES:	MEANS OF ASSESSMENT:
Listening- Students will be able to derive substantial meaning from spoken Spanish by native or native-like Spanish-speakers on personal and social topics.	Assessment methods may include listening comprehension activities, oral interviews, and/or exams.
Reading- Students will be able to comprehend and explain authentic texts such as news reports, literature, and printed and electronic media from, and about, the Spanish-speaking world.	Assessment methods may include reading comprehension and interpretation, quizzes, tests, and/or written reports.
Speaking- Students will be able to converse, narrate, and describe with ease and confidence in all major time frames in paragraph-length discourse on a variety of topics.	Assessment methods may include skits, oral presentations, oral interviews, and/or oral exams.
Writing- Students will be able to write compositions with several paragraphs relating to common content topics. In addition, they also will be able to narrate and describe in the major time frames with solid control of appropriate grammar and vocabulary.	Assessment methods may include journal entries, compositions, essays, and/or written exams.
Culture of the Hispanic World- Students will be able to describe and analyze historical and current events (i.e. political, social, artistic, and religious) important cultural mediums and cultural practices in the Spanish-speaking world.	Assessment methods may include tests, final projects, and/or presentations.

SPAN 302 – Advanced Spanish 2 (ACTFL Standards for Advanced-low)	
COURSE OUTCOMES:	MEANS OF ASSESSMENT:
Listening- Students will be able to understand short conventional narrative and descriptive texts with a clear underlying structure.	Assessment methods may include listening comprehension activities, oral interviews, and/or exams.
Reading- Students will be able to comprehend and explain authentic texts such as news reports, literature, and printed and electronic media from, and about, the Spanish-speaking world.	Assessment methods may include reading comprehension and interpretation, quizzes, tests, and/or written reports.
Speaking- Students will be able to converse, narrate, and describe with ease and confidence in all major time frames in paragraph-length discourse on a variety of topics in formal and informal situations.	Assessment methods may include skits, oral presentations, oral interviews, and/or oral exams.
Writing- Students will be able to write compositions with several paragraphs relating to common content topics. In addition, they also will be able to narrate and describe with some mastery in exposition and argumentation in the major time frames.	Assessment methods may include journal entries, compositions, essays, and/or written exams.
Culture of the Hispanic World- Students will be able to describe and analyze historical and current events (i.e. political, social, artistic, and religious) important cultural mediums and cultural practices in the Spanish-speaking world.	Assessment methods may include tests or final projects, and/or presentations.

SPAN 323 – Survey of Spanish Literature	
COURSE OUTCOMES:	MEANS OF ASSESSMENT:
Literary Genres, Authors, and Trends- Students will be able to identify and describe literary genres, authors and trends of Spanish literature.	Assessment methods may include quizzes, exams, final projects, and/or presentations.
Compare and Contrast- Students will be able to compare and contrast the style and themes of works by major Spanish writers	Assessment methods may include quizzes, exams, final projects, and/or presentations.
Discursive Analysis- Students will be able to name, describe, and interpret sample literary works from Spain.	Assessment methods may include quizzes, exams, final projects, and/or presentations.
Connections- Students will be able to compare and contrast literary works with their own experience.	Assessment methods may include quizzes, exams, final projects, and/or presentations.

SPAN 331- Contemporary Culture-Soc Spain	
COURSE OUTCOMES:	MEANS OF ASSESSMENT:
Historical Perspective- Students will be able to identify and describe important events on the contemporary history of Spain.	Assessment methods may include quizzes, tests, research projects, and/or presentations.
Cultural Identity- Students will be able to name and locate various geographical regions and differences in Spain, and identify and describe samples of the cultural production such as literary works, film, painting, music, and other arts.	Assessment methods may include quizzes, tests, research projects, and/or presentations.
Current Events- Students will be able to report on cultural, social, political and other current issues/events affecting Spain.	Assessment methods may include research projects and/or oral presentations.

SPAN 333 – Contemporary Culture - Soc Hispanic America	
COURSE OUTCOMES:	MEANS OF ASSESSMENT:
Historical Perspective- Students will be able to identify and describe important events on the contemporary history of Latin America.	Assessment methods may include quizzes, tests, research projects, and/or presentations.
Cultural Identity- Students will be able to name and locate various geographical regions and differences in Latin America, and identify and describe samples of the cultural production such as literary works, film, painting, music, and other arts.	Assessment methods may include quizzes, tests, research projects, and/or presentations.
Current Events- Students will be able to report on cultural, social, political and other current issues/events affecting Latin America.	Assessment methods may include research projects and/or oral presentations.

SPAN 343 – Hispanic Cinema	
COURSE OUTCOMES:	MEANS OF ASSESSMENT:
Historical Events- Students will be able to compare and contrast the histories and cultures of the diverse Spanish-speaking world.	Assessment methods may include research projects, quizzes, and/or exams.
Oral and Written Communication- Students will be able to effectively communicate through the analysis of topics and themes from the discussion of the movies presented in class.	Assessment methods may include essays, quizzes, and/or exams.
Critical Thinking- Students will be able to interpret and articulate, through critical thinking skills, the themes derived of the movies presented in class.	Assessment methods may include research projects and/or oral presentations.
Connections and Communities- Students will be able to identify and describe cultural differences of the Spanish-speaking world in comparison to their own culture and personal reality.	Assessment methods include research projects and/or oral presentations.

SPAN 425- Spanish Language Pedagogy

COURSE OUTCOMES:

MEANS OF ASSESSMENT:

Examine- Students will be able to demonstrate the ability to examine future Spanish texts and other pedagogical materials.

Assessment methods may include a final portfolio with research projects on textbooks, teaching materials, sample syllabi, and/or assessment materials.

Apply- Students will be able to apply learned concepts and approaches to their own classroom setting.

Assessment methods may include of a teaching demonstration in grammar lessons, vocabulary lessons, and/or cultural lessons.

Communicate- Students will be able to communicate effectively in Spanish and use the target language as needed for classroom instruction.

Assessment methods may include a teaching demonstration and/or a class observation.

Lesson planning- Students will be able to create lesson plans that include the four language skills: reading, writing, speaking, and listening.

Assessment methods may include a final portfolio, a research project on textbook analysis, teaching materials, sample syllabi, and/or assessment materials.

Assessment- Students will be able to create assessment tools to evaluate their students.

Assessment methods may include a final portfolio, a research project on textbook analysis, teaching materials, sample syllabi, and/or assessment materials.

E. Program Profile (2011-2014)

of Students Graduated with Spanish Minor

Term Graduated→	-01 (Fall)	-05 (Spring)	-08 (Summer)	Total (by year)	+/- change year-to-year
Year↓					
2011	4	4	3	11	
2012	13	4	5	22	+11
2013	13	1	2	16	-6
2014	14	4	5	23	+7

of Students Enrolled with Spanish Minor

Term Enrolled→	-01 (Fall)	-05 (Spring)	-08 (Summer)	Total (by year)	+/- change year-to-year
Year↓					
2011	65	30	63	158	
2012	69	32	59	160	+2
2013	69	29	62	160	0
2014	66	27	53	146 (officially)	-14
	46/44= 90*			170 (surveyed**)	+10

*All students enrolled in Spanish classes in Fall 2014 were surveyed. 46 students responded that they had officially declared a Spanish minor and 44 stated that Spanish is their minor, but that they hadn't officially declared it yet (this survey was given around mid-semester).

**These numbers would not count those who were not taking classes in Fall 2014 or were absent for the survey.

In Fall 2014, when we first began surveying all students enrolled in Spanish courses for the upcoming B.S. in Spanish for the Professions major (launching in Fall 2015), we took note of certain issues that were not obvious to us for the existing Spanish Minor, such as the amount of students planning on declaring a minor who had not officially done so, as well as the current interest of students in pursuing the major. One correction that was made is that we only had one advisor listed for the 2014-2015 Academic Year, so starting the 2015-2016 Academic Year, we will be back to two advisors for the minor and three for the major in order to facilitate availability for advising and also to track and document student progress throughout the Spanish Minor. In essence, this should help reflect more accurate numbers as we plan to continue the survey process for planning purposes. What is more, we have created an EXCEL program where we entered over 200 surveys and were able to learn about our currently enrolled students, their status (i.e. Freshman, Sophomore, Junior, Senior), their current major and second minor (if any), if they have declared/are interested in/or plan to declare a Spanish minor, their current course level in Spanish, and preferred course times/days for upper-level courses. This information will allow us to cater to the needs of students and their content areas and will allow us to add or eliminate sections according to fluctuations in student populations and high school graduation requirements associated with the language, which will, in turn, make our offering even more relevant and accessible than it currently is for our students.

Overall, we are happy to report that the number of graduated Spanish minors was the highest in 2014 despite actual enrollees in the minor being less than in other years from the official statistics; however, our surveyed results indicate otherwise, and that we, in fact, have an increase of students once they fill out the paperwork for the Spanish Minor and meet with an advisor. Nevertheless, the graduation numbers prove that the Spanish minor is not only stable, but healthy, even as one professor was on disability leave in 2012-2014 and was replaced with another tenure-track professor and a change of status for one adjunct-Level 3 to a tenure-track position in the 2014-2015 Academic Year. This stability in staffing and additional course offerings for the 2015-2018 period should help students minoring in Spanish a chance at taking classes that will benefit them personally and professionally, which should ultimately show an increase in overall Spanish minors.

Finally, as we progress to a B.S. in Spanish for the Professions major, there may be changes in the next Spanish review period, which we will monitor closely. Specifically, our departmental survey for Spanish courses in Fall 2014 indicated both a growth in students enrolled with plans for a Spanish minor, as well as an enrollment shift that may occur with our current Spanish minors to the new B.S. in Spanish for the Professions major. Plans are also underway to propose a newly coined Spanish minor titled “Minor in Spanish for the Professions” which would combine elements of the traditional minor and courses offered for the major that could be of interest for students wishing to acquire more fluency in their specific specializations.

F. Program Value beyond Productivity and Enrollment Numbers

The Spanish Program has continued to increase its value to the university and surrounding community over the past few years. At the department level, the Spanish faculty has offered colloquium sessions for colleagues to take a break from their hectic course loads and learn a little more about Spanish-speaking people and cultures. Past topics have included everything from the comics of Mexico to “Negotiating National and Cultural Identities”.

In respect to the university’s access to diverse sources of knowledge, the Spanish Unit has also offered numerous showings of movies that connect viewers to topics important to the Hispanic community such as immigration. They have also held multiple panel discussions on topics ranging from “Diversity in Sports” to “Literature and Diversity”. Cultural visitors have come to the Big Rapids campus and have received help and guidance from the Spanish faculty. For example, Oaxacan artists Jacobo and Maria Angeles came to campus to discuss their artistic style with the help of the translations of the Spanish professors.

To help their colleagues on campus, the Spanish professors have also voluntarily used their language skills to assist other departments on campus. When translators are necessary to help in providing much needed medical services to patients in the Optometry and Pharmacy Departments, Spanish professors have always volunteered their time to help out with no questions asked.

In regards to connecting the Spanish language with members of the community off campus, Spanish faculty have conducted Spanish Workshops where they provide language and cultural instruction with course materials for a minimal fee so they can learn more about the topics. The Spanish faculty also provide continuous support through attendance and support for the Center for Latin@ Studies’ events and student organizations like Spanish Club. Although these hours of dedication are more difficult to measure, the culture of diversity education on campus would be very different without it. Spanish instructors also volunteer their time to help provide assistance for the annual Hispanic Heritage Month events on campus and in the community. This has included everything from instructing Latin dance classes to providing live Day of the Dead demonstrations with authentic regalia.

G. Program Flexibility and Access

To be accessible to the largest number of potential students, the Spanish Unit strategizes and focuses on providing ever-expanding access to course instruction using multiple medias. Beginning in Fall 2013, the Spanish 101 course was offered online every semester. This provided access to students living off campus, and it even offered it to students from other colleges and universities that may not have considered taking courses at Ferris before. Because the demand for these online basic courses has steadily increased, the department now offers Spanish 102 online so students can continue their studies from off-campus before hopefully moving to take face-to-face courses on the Big Rapids campus. Once on campus, students are able to continue their studies in the Spanish Program to complete a Spanish minor.

For non-traditional students, we have also continuously offered classes later in the day and even the evenings. Although, until lately these classes may not have met the minimum capacity to run, we have offered this option for many years now. For the Fall 2015 semester, we have seen an enormous increase in enrollment for these later, evening classes to make the minimum enrollment. In fact, our SPAN101 courses are the healthiest we have seen in years with all seats filled in over 8 sections. With these students starting in the basic level courses as online, mixed deliver and/or in the evenings, this shows great potential for offering higher level courses during the same time period in the following semesters to ensure students can continue their language studies.

In order for students to complete the program at an accelerated pace, they do have the choice to take our program placement test, the Web-CAPE, to place into higher-level classes. If students have already studied Spanish, a high score on this test ensures they are ready for success in a more advanced course. The more advanced course they can start in, the faster they can complete the program with either a minor or major in Spanish.

Depending on a student's fluency in communicating in Spanish, they may enter the Spanish Program to complete a minor or a major at different points. If a student enters the program and has little to no experience using the language, they start their studies in the introductory Spanish 101 course. If a student has experience communicating in the language, they can take the Web-CAPE Placement Test and enter into the program to the level of course where they will be the most successful. Students also have the option of taking the College-Level Examination Program (CLEP) test for Spanish. Students who come into the Spanish Program with these credits also move into the level of class where they can succeed. This allows for multiple ways, for students with different experiences, to start their studies in the Spanish Program and succeed. Similar advanced placement options are offered through the AP exams and the IB curriculum. We are currently studying the feasibility of concurrent enrollment in a few pilot schools to see if we can create an even more effective pipeline from high schools to the college without disrupting the usual progression of language courses.

For students who have a full course load in the Fall and Spring semesters, they can choose to enroll in summer courses. The Spanish Program offers both introductory courses and more upper-division courses during the summer semester. While the introductory courses are offered online so students returning home for the summer can still begin their Spanish studies, the upper-division courses are offered in a more intense, 4-week form as a Study Abroad trip to Costa Rica. The advanced courses taught abroad are accompanied by two Spanish faculty members.

To offer more scheduling flexibility to the students, beginning in Fall 2015, the Spanish Program will launch the introductory classes as primarily hybrid courses. This means students will complete online tutorials and assignments two days a week and attend classes on campus the other two days. This allows for more flexibility of the program to meet the scheduling needs of undergraduates so they can begin their language studies sooner in their academic careers and complete a Spanish minor or major in a more timely fashion. This is a trend in many programs in the field of language studies. Overall for SPAN101 in Fall 2015, we offer the entire spectrum of course delivery methods: 1 traditional section, 5 mixed-delivery (hybrid) sections, and two online sections. For SPAN102, we will offer traditional and online options for the course.

H. Demand and Employability of Graduates

Students at Ferris State University see Spanish as a value-added personal and professional career enhancer to help them become more culturally competent, gain global consciousness (especially in Spanish-speaking countries and regions), as well as increase their job opportunities and earning potential in a country that has a high need for bilinguals both domestically and internationally. Not only are bilingual positions becoming more and more frequent, but being bilingual accounts for a salary premium increase of 5%-20% as employers seek and compete for bilingual employees (Source: <http://jobs.aol.com/articles/2009/01/26/why-it-pays-to-be-bilingual/>). News media, demographic studies, stakeholders, professionals, and students all cite regional, national, and international advantages to speaking Spanish that address current trends in diversifying the workforce in an effort to reflect the changing demographics of our state, nation, and globally.

To summarize the recent changes in demographics, locally, in the nearby cities of Grand Rapids, MI and Holland, MI, Hispanics/Latinos comprise more than 15% and 22% of the general population, respectively (Source: <http://quickfacts.census.gov>). Other smaller agricultural dependent communities in the region also have high percentages of Hispanics/Latinos and include places like Hart, Sodus, Conklin, Sparta, Kent City, Watervliet, and several others as these cities boast high migrant populations seasonally and year-round. Regionally, the largest city of Chicago is comprised of more than 28.9% of Hispanic/Latinos, many of whom have limited proficiency in English. Likewise, it is important for our students seeking employment in regions with high populations of Spanish-speakers to be prepared for a bilingual and/or bicultural work environment, be it Chicago, Los Angeles, Miami or Dallas, to name a few. In fact, nationally, more than 54 million people were of Hispanic/Latino origin in 2012 (Source: <http://www.census.gov/population/hispanic/data/2012.html>), which constitutes around 17% of the population. And finally, at the international level, Spanish-speakers number more than 400 million and form part of the 2nd largest language group of native speaker in the world after Mandarin (Source: <http://www.ethnologue.com/statistics/size>).

In the United States, of the 8 Industries cited by CNN needing bilingual employees (i.e. Health care, Hospitality, Education, Law Enforcement, Customer Services, Social Services, Finance, and Communication), Ferris State University has degree programs that continue to and could increasingly be complemented by Spanish in virtually all of these areas. The Spanish Minor has been a logical fit for students in these areas for professional reasons; yet, by no means should we ignore the personal enrichment that the study of the language and culture provides our Spanish minor students. We have seen students come from non-Spanish backgrounds with little or no knowledge of the language becoming quite proficient in the language, immersed in the culture through study abroad, field trips, cultural events, and the Center for Latin@ Studies. In any case, the sheer need for bilingual and bicultural employees in these areas means that our students have and will continue to have better job opportunities and demand higher salaries. On a macro scale, the area of finance and business will benefit enormously by having internationally prepared employees who can cater to the international marketplace, which is why we have added Business Spanish as an elective course for our upcoming major, as well as for future minor students wishing to become well versed in business practices, culture, and jargon in the Spanish-

speaking world. In sum, both the domestic and international increases in Spanish-speakers indicate an area of growth that spans all sectors of the community.

To address the area of stakeholders, during a PCAF report that we used to measure the viability of a major in Spanish for the Professions and a meeting hosted by the former interim-Director of the Center for Latin@ Studies, Dr. Tony Baker, we were eagerly supported with our current endeavors as well as the launch of a major by the Deans of almost all of the Colleges at Ferris State University, former Vice President and Provost Fritz Erickson, the Hispanic Center of West Michigan, Grand Rapids Public Schools, a Translation Services company in the Grand Rapids, MI area, and the former President of the Hispanic Chamber of West Michigan and current Director of the Latino Business and Economic Development Center at Ferris State University. Each participant spoke of increased demand in jobs requiring Spanish and/or viewing Spanish as an extremely beneficial attribute to job placement, career enhancement, internship possibilities, and overall preparedness for the changing needs in Health Care, Social Services (Law Enforcement, Social Work), Hospitality, Education, and Business, to name a few. Likewise, students are also aware of the current demographic shift and foresee future potential in combining Spanish and their other career specialties for domestic and international career opportunities. It was expressed by the participants that there was a growing need for bilingual professionals who were fluent in practical Spanish designed to relate to the needs of the West Michigan and regional communities, as well as the advantage presented to business and organizations by offering services in a culturally-sensitive manner.

In the international education arena, our minor program has maintained a healthy Study Abroad program and has averaged approximately 12 students abroad for the past several years in programs in short-term programs to Costa Rica and Spain. Several students have also completed longer programs in countries such as Chile and Spain. This year, in 2015, we set multi-year highs in the number of participants in our Costa Rica program and had 15 participants even though we extended the program to a 4-week program instead of our former 2-week program. Not only are we increasing enrollment in our Study Abroad participation in the quantitative sense, but also in the qualitative. As such, we project this high interest in the program as a sign of not only the desire to study abroad, but the idea that students want to speak Spanish and are heavily invested in doing so for personal and professional reasons. They return to the United States energized, more fluent, more culturally competent, and proud of their accomplishments in embarking on new endeavors in international travel and second language fluency. They, themselves, become spokespersons for future programs which is one reason why we are seeing an increase in interest and participation in Study Abroad. These students actively help us in speaking to groups about the importance of Spanish and Study Abroad in order to transmit these life-changing and enriching experiences.

Our Spanish minor program continues to grow and as we have begun a process by which we survey students in our courses to know the amount of minor and potential Spanish majors to help guide us in offering new courses, such as the ones we are implementing in the 2015-2016 Academic Year, such as SPAN350: Spanish and Culture for the Professions. Furthermore, we will also implement summer internships abroad and locally with Spanish-speaking communities and will integrate new courses in Medical Spanish, Spanish for Social Services, and a capstone course for the new major, which several students in the current minor program have indicated

they will join as we launch the new B.S. in Spanish for the Professions degree as of Fall 2015. We have already been in talks with several organizations, one of which is the Telamon Corporaion, who deals with Spanish-speaking clients in the agricultural sector of migrants in the State. They run programs in housing, employment, and education (Michigan Migrant Head Start), all of which will be a logical fit for many of our students wishing to pursue an internship in a serving local Spanish-speaking populations. One of our faculty members is also dedicating a Spring 2016 sabbatical to arrange international internships in Costa Rica in collaboration with Academia Tica, a language school with whom we are affiliated for our current Study Abroad program.

Overall, the state of our Spanish minor and Spanish Area is solid and will become stronger in students interest, need, and desire in Spanish for professional purposes, whether this be at the minor or major levels. Our Study Abroad numbers continue to grow as does the demand for beginning-level Spanish courses, as we see with our Fall 2015 enrollment numbers, a trend which bodes well for continuation numbers and the future of our program. For future planning, we have plans to launch a Facebook page for Alumni and create a database for students to network with former graduates that have either a Spanish minor or major to help us monitor new trends and create a pipeline of industry-specific information, professional contacts, and professional development opportunities that we have created with our HABLEMOS program, a conversational Spanish group in Big Rapids and newly for Grand Rapids in Fall 2015, in conjunction with the Center for Latin@ Studies.

I. Student Achievement

Students who want to be more engaged with the program have the opportunity to do several activities related to the Spanish culture. For example, they can join the Spanish Club that started running in 2000. With this RSO, students are in charge of organizing the activities throughout the year and participate in events organized by the Spanish Faculty, such as the Day the Dead and the (Spanish) Christmas Celebration. Also, Spanish students volunteer to assist in the Festival of Cultures organized by the Office of International Education. And off campus, students have volunteered to participate in the Grand Rapids Latin American Film Festival. Internationally, over the past few years, students have studied in semester-long programs in Spanish-speaking countries (Spain and Chile) and have taught abroad in Spanish-speaking countries such as Guatemala and Colombia. Other students have utilized their Spanish-speaking skills and cross-cultural awareness in different ways, by traveling to countries such as El Salvador for Social Work or Mexico for mission trips. All of these experiences by our students are enhanced with the ability to communication effectively culturally and linguistically.

J. Faculty Composition and Engagement

Organization

Academic work and other accomplishment of faculty have direct and positive impact in overall program quality. In the Spanish Unit, there are currently 5 faculty members responsible for course instruction: two tenured members, two tenure-track members and one level-3 non-tenure track faculty member. After evaluating the current needs of the Spanish Unit for several years, finally, during the Fall of 2013 and Spring of 2015 we did a search for two new tenure-track positions, our newest Faculty additions to the Spanish unit are Dr. Warner and Dr. Flores-Páez, who are excellent faculty additions and have been actively working with us in the development of projects and new programs. Dr. Warner had been working with us as a Visiting Assistant Professor since 2009. All faculty members are full-time and deliver course offerings, which take place on campus (or online) at Ferris-Big Rapids. The Spanish faculty is exploring the possibility of expanding its offerings to off campus in 2016 via concurrent enrollment. After analyzing the structure of teaching assignments, during the Spring of 2015, the Spanish faculty created a rotation list so we better take advantage of all faculty members area of specialization. The new structure will bring a better organization to the Spanish teaching assignments and will benefit our audience with a diversity of perspectives of the same courses. At the same time, it will permit the faculty to explore new materials and allow for potential interdisciplinary courses to be offered in other areas.

Curriculum Vitae:

The Spanish faculty has ample experience teaching all levels of Spanish as a second language, literature and culture. Also, some faculty members have experience teaching other languages such as French (Dr. Warner) or English as a second language (Ms. Oplinger). The table below shows the name and the highest degree earned by all faculty members in the Spanish unit.

Tenure-track / Tenured faculty: Name and Title	Highest degree
Ana Dávila-Howard, Associate Professor of Spanish	M. A. in Library Science (Spanish Literature Studies / All but dissertation Ph. D.)
Gustavo Rodríguez-Morán, Assistant Professor of Spanish	Ph. D. Hispanic Cultural Studies (Latin American Literature and Culture)
Eric Warner, Assistant Professor of Spanish	Ph. D. Hispanic Cultural Studies (Border Studies and Immigrant/Exile Literature)
Lucero Flores-Páez, Assistant Professor of Spanish	Ph. D. Hispanic Studies (Peninsular Literature and Culture)
Non-tenure-track / tenured faculty: name and title	Highest degree
Kristin Oplinger	M. A. in Teaching English to Speakers of Other Languages (TESOL) M. A. in Spanish

Service:

A fully engaged in all dimensions of teaching, research and service is vital for the student success. The Spanish faculty continues being involved in several extracurricular activities on campus. For example, Professors Ana Davila-Howard and Eric Warner, participate in the organization of Hispanic Heritage Month. Also, all Spanish faculty members were part of the planning committee of the recently created Center for Latin@ Studies and they both have been in charge of delivering “Hablemos” the continuing education class organized by the Center for Latin@ Studies in which the Big Rapids community have the opportunity to learn Spanish. All faculty members are have served in various committees at the department of Language and literature and university, as shown in the table below.

Service in Committees	Faculty Members (last 3 years)
Spanish Major Planning Committee	Eric Warner (2013- 2105) Gustavo Rodríguez-Morán (2013- 2105) Ana Dávila-Howard (2013- 2105) Lucero Flores-Páez (2013- 2105) Kristin Oplinger (2013- 2105)
Online Teaching Learning Committee:	Eric Warner (2013-Present)
Curriculum Committee:	Eric Warner (2014-Present) Gustavo Rodríguez-Morán (2013)
Literature and Language Planning Committee	Eric Warner (2013-2014) Kristin Oplinger (2014-2015)
Tenure Review Committee:	Gustavo Rodríguez-Morán (2014- present)
Faculty Development Committee:	Gustavo Rodríguez-Morán (2013-present) Ana Dávila-Howard (2013-2014)
Cultural Enrichment Committee:	Gustavo Rodríguez-Morán (2013, 2014) Ana Dávila-Howard (2013-2014)
Global Awareness Committee:	Gustavo Rodríguez-Morán (2013-present)
Search Committees for Faculty/Personnel	Gustavo Rodriguez-Moran (2014, 2015) Ana Davila-Howard (2014) Eric Warner (2013, 2015)
World Language Committee	Gustavo Rodriguez-Moran (2014-present) Kristin Oplinger (2014-present)
Literature Committee	Ana Dávila-Howard (2014-2015)
Sabbatical Leave Committee	Ana Dávila-Howard (2014-2015)

Other activities on campus and outreach (last 3 years)

Activities	Faculty members / years
Grand Rapids Latin American Film Festival	Gustavo Rodríguez-Morán (2013-2014) Eric Warner (2013-2015)
Day of the Dead celebration event	Ana Dávila-Howard (2013- present) Gustavo Rodríguez-Morán (2013- present) Kristin Oplinger (2013- present) Lucero Flores-Páez (2014- present)
Center for Latin@ Studies cultural activities	Eric Warner (2013-2104) Gustavo Rodriguez-Morán (2013) Ana Dávila-Howard (2014)
Study Abroad Fair / Program leading	Ana Dávila-Howard (2012-Present) Eric Warner (2013-Present) Gustavo Rodríguez-Moran (2012)
Hablemos: Conversational Spanish- a course designed for the community through the Center for Latin@ Studies and the Office of Conference and Professional Services	Eric Warner (2013- present) Ana Dávila-Howard (2014)
Coordinated a Bilingual Board Book project between Ferris students and Michigan Migrant Head Start	Eric Warner (2013-present)
Guest speaker for SCHOLAR Program at Ferris State University	Ana Dávila-Howard (2014)
Online Course Fair at Ferris State University	Kristin Oplinger (2013)

Research:

Although, teaching is considered one of the most important activities of tenure-track and non-tenure track faculty in our institution, the Spanish faculty keep themselves active in research as well. We believe that research is important for our professional development and it also brings a positive impact in our teaching and service for the university. We take advantage of the professional development funds and attend conferences every time we have the opportunity so we can share academic interests and ideas about teaching and present research papers as well. The following chart shows the research activities done by the faculty from 2012 to present.

Tenure-track / tenured Faculty Member	Conference presentations
Gustavo Rodriguez-Moran	<p>-“<i>Cultural Hegemony and Mexican Soap Operas: Arturo Pérez-Reverte’s La Reyna del Sur</i>” Lester. B. Pearson United World College of the Pacific. February 2012. (Via Skype)</p> <p>-“<i>Black Magic and Caribbean zombies: horror and Otherness in Mexican comic books.</i>” University of Cincinnati, May, 2012.</p> <p>-“<i>Cultural notes of Mexicaness in Kaliman: el hombre increíble.</i>” Ferris State University, May 2013.</p> <p>-“<i>Kalimán, el hombre increíble: un vistazo a la historieta mexicana de finales del siglo XX</i>” Western Michigan University, September 2103.</p> <p>-<i>Invited Panel Member for a Colloquium Series on Nationalisms</i>, Ferris State University. Big Rapids, MI (March 2015)</p> <p>- The 50th International Congress on Medieval Studies, Western Michigan University: Medieval Institute (attended)</p>
Ana Dávila-Howard	<p>-<i>How to develop writing skills in your Spanish classes</i> MiWLA (Michigan World Language Association), Lansing, Michigan (2012)</p> <p>-<i>How to integrate cultural activities in the classroom.</i> MiWLA (Michigan World Language Association) Lansing, Michigan (2013)</p>
Eric Warner	<p>-<i>Harnessing Social Media for Study Abroad: before, during, and after a Panel discussion</i>, Mountain Interstate Foreign Language Conference 2015, College of Charleston, Charleston, SC (Oct 2015)</p> <p>-<i>Diversity in Literature Panel member</i>, Ferris State University. Big Rapids, MI (April 2015)</p> <p>-<i>College Readiness in the Latino Population</i> presented at the 50th Anniversary Conference of the Telamon Corporation in Raleigh, NC (Mar 2015)</p> <p>-<i>Invited Panel Member for a Colloquium Series on Nationalisms</i>, Ferris State University. Big Rapids, MI (March 2015)</p>

	<p><i>-Internationalize your Language Course: Global Awareness through News Articles in the Target Language</i> presented at the 2014 MILWA (Michigan World Language Association) Conference in Lansing, MI (Oct 2014)</p> <p><i>-Latino/Chicano representations of Mexicanness</i> presented as part of the Colloquium Series in the Department of Languages and Literature at Ferris State University. Big Rapids, MI (April 2013)</p>
Lucero Flores-Páez	<p><i>-Invited panel member for the presentation “The diversity of Languages”</i> Ferris State University. Big Rapids, MI (November 2014)</p> <p><i>-Invited Panel Member for a Colloquium Series on Nationalisms,</i> Ferris State University. Big Rapids, MI (March 2015)</p> <p><i>“El país del miedo de Isaac Rosa: Nos regalan miedo para vendernos seguridad”</i> Midwest Modern Language Association. 57th Annual Convention, Columbus, OH. November 12 – 14, 2015.</p>
Non-tenure track faculty member	
Kristin Oplinger	<p>-Michigan Teachers of English to Speakers of Other Languages (MiTESOL) Member 2011-2014 (attended)</p> <p>-Michigan World Language Association (MiWLA) Member, 2014-2015 (attended)</p>

Continuing Education:

Tenure-track, tenured Faculty member	Continuing education
Ana Dávila-Howard	OPI (Oral Proficiency Interview) training (August 2015)
Gustavo Rodríguez-Morán	OPI (Oral Proficiency Interview) training (August 2015)
Eric Warner	OPI (Oral Proficiency Interview) training (August 2015) Certified Translation Professional Program (2015-present)
Lucero Flores-Paéz	OPI (Oral Proficiency Interview) training (August 2015)
Non-tenure track faculty member	
Kristin Oplinger	OPI (Oral Proficiency Interview) training (August 2015)

K. Program Administration and Support

Administration

Interim Dean: J. Andy Karafa, PhD

Director of Student Academic Affairs: Anne Marie Gillespie, PhD

Department Chair: Debra K. Courtnight-Nash, PhD

The administration provide support direction, leadership and day-to-day management and support of the activities that need to be completed by the program.

For instance, the chair of the department guided and assisted to clean up the Spanish minor in December, 2014. And she has acted as a mentor to the assistant professors (2).

Advisors: Ana Davila-Howard, MA
Gustavo Rodriguez-Moran, PhD

The advisors help students define and develop realistic educational career plans through schedule planning for each semester and summer school, if appropriate.

They monitor progress toward educational/career goals and meet with the students to review the progress toward completing the proposed academic program and to discuss grades and other performance indicators.

They interpret and provide rationale for institutional policies, procedures, and requirements.

They inform and, if necessary, refer students to other institutional resources when academic, attitudinal, attendance, or other personal problems require intervention by other professionals.

Staff

4 administrative assistants (From the Dean office and the Lang. and Lit. Department office)

1 student worker

Spanish tutors. The Spanish program does not coordinate the tutors but students can make an appointment at the Academic support center to work with an onsite tutor.

The program has been implementing fully online and hybrid courses (part in the classroom, part online). We must consider these classes requires technology support specialists to assist faculty and students to solve issues when needed.

L. Support Services

Spanish faculty and students have utilized the services of FLITE for many different projects and services. Students go to the library to use the reference textbook on file in case they are on campus without their materials and need to use it. Also, the staff members of FLITE have been very instrumental in acquiring both the films and the rights to show films the Spanish faculty have used in their Film Series and for cultural events. Students have also used the computer labs in FLITE to create authentic presentations with the guidance of their instructors. In the future, with the growth of the Spanish Program, the materials available in FLITE with a focus on both Spanish and Spanish for Specific Purposes, will need to greatly increase to supplement the future instruction of students from many different disciplines in the language.

The Faculty Center for Teaching and Learning (FCTL) has helped to provide crucial professional development and guidance as the Spanish Program continues to include more and more technology in their instruction and use of Spanish both in and out of the classroom. FCTL has provided training for Spanish educators to use Blackboard and other forms of programming like Tegrity and training in online course design through Quality Matters. They have also provided funds through TIMME Travel Grants to help faculty attend professional conferences like the Michigan World Language Association Conference, the Lily Conference, and others so the teachers can stay updated on current trends in pedagogy. In the future, the Spanish instructors look forward to learning more innovative teaching methods through both trainings in FCTL and through their financial support.

The Tutoring Center at Ferris has helped increase student access to help outside of the classroom setting. Students in the introductory classes have gone to the open tutoring hours to get help from more advanced language learners in a more personal one-on-one setting. Students have reported finding this setting more comfortable for asking questions they were embarrassed to ask in class. For future development in this area, it is expected that more students with a high proficiency in Spanish may be needed to accommodate learners at higher levels in the Spanish Program who may need help with more complex language use.

Since the Spanish faculty has continually increased the amount of technology used to both instruct and evaluate student performance, they have had to increasingly rely on the assistance the Technology Assistance Center (TAC) can provide to both themselves and the students in the Spanish Program. TAC availability 24 hours a day, seven days a week has been crucial for student success in the early weeks of the Spanish courses when students have trouble navigating the technology they may be unfamiliar with. The fact that students and professors can call for help with technology anytime has been very useful. In the future, the Spanish instructors look forward to continued high quality service from TAC.

The Institutional Research and Testing Office has been an integral part of the accelerated program completion by students. The availability of the CLEP tests for students to move directly into the more accelerated classes in the Spanish Program has helped increase positive word of mouth news about the program. In the future, the Spanish Program looks forward to working with the staff of the Testing Office to continue with these efforts.

The Office of Diversity and Inclusion has worked diligently with the members of the Spanish faculty to provide more opportunities for students to not only participate in events and activities that exposed them to different viewpoints, but that also encouraged more diversity on campus.

The Office of Educational Counseling and Disabilities Services has helped with students' needs to adjust to the multisensory, multi-skilled classroom that is a Spanish class. Because the language classroom requires students to use listening, speaking, reading, writing, and cultural empathy skills all in one course, it can be extra challenging for students with disabilities. Spanish instructors have worked with the staff of this office to make sure students are provided with the tools necessary to be successful not only in their classroom, but also in the program. As different students express their needs from semester to semester, the Disabilities Office and the Spanish faculty have developed a better understanding of the requirements of the course and the ways to best help the students succeed in them.

M. Facilities and Equipment

The Spanish minor offers traditional language courses and beginning language courses in non-traditional formats: online and hybrid (part in the classroom, part online). For the non-traditional formats students need to have access to a computer with a microphone, headphones, a video camera and high speed internet.

The Faculty Center for Teaching and Learning has two Instructional Technologists who are available to collaborate with and support faculty in their use of instructional technologies in face-to-face, blended, and fully online courses.

The students can complete their homework assignments from a personal computer or any campus computer lab.

Space

Spanish classes are held in Starr building. The program offers classes of 3 and 4 hour credit. Most of the classes meet twice a week, each day an hour and fifty minutes; some meet four times a week for fifty minutes. The program is offering now hybrid (1 hour and ten minutes in class and 1 and 10 minutes online activities) and fully online classes. The classrooms used for Spanish classes are Starr 126, 128 and 222.

The computer laboratory in Starr 109 can be reserved for a writing class or any other activity.

There are several locations on campus with computers for students to use. The students are recommended to use the computers in FLITE.

Each instructor has his own office (4 tenured and tenure track faculty and 1 adjunct)

Meetings are held once a month in ASC 3101.

The current space available for use program is adequate.

Computers

The textbooks used in the Spanish 100 – 300 level courses come with a supersite which integrates a video series and online tools and activities. Thus, a computer with internet

connection is required for classes and the students must have access to a computer with internet connection as well to complete homework assignments.

The Spanish classes are schedule in Starr building and each classroom has a PC with access to internet, single image video projector, 1 projector screen, audio, DVD player, phone and the phone number for technical assistance. They also have connections: VGA (computer connection) and RC (audio and video).

Each professor has a computer with access to internet and a printer in his/her office

If students have a laptop, almost all of campus has wireless access.

The current state of computers available for use, for faculty and students, is good and efficient.

The interface used by the textbook website is compatible with the software in PC and Mac computer.

Equipment

Each classroom, 126, 128 and 222 in Starr building has 1 PC, 1 video projector and screen, and 1 DVD player.

Each professor has a PC or Mac computer in his/her office.

The laboratories used by the students provide enough computers for them to work on their assignments.

The equipment used by the program is adequate.

N. Implementation of Findings:

Throughout the review process, we are happy to report that many updates were given to our program over the past three years. We have:

- 1) exponentially increased our online and mixed delivery options,
- 2) increased summer enrollment in Spanish through additional online courses
- 3) revised our program and course outcomes to match national standards of the ACTFL (American Council of the Teaching of Foreign Languages),
- 4) started training to conduct OPI (Oral Proficiency Interviews) to implement the ACTFL standards,
- 5) held an articulation meeting with area high schools to determine feasibility of concurrent enrollment,
- 6) extended our Study Abroad program in Costa Rica from 2-weeks to 4-weeks,
- 7) surveyed all Spanish students in Fall 2014 to learn more about their demographics and other area(s) of specialization,
- 8) highered (2) new tenure-track faculty,
- 9) advanced the Spanish Unit's academic and outreach involvement on and off campus,
- 10) prepared students more rigorously to prepare them for a possible change to a B.S. in Spanish for the Professions major starting in 2015,
- 11) passed new courses that will be part of a newly proposed minor in Spanish for the Professions (we are currently in the planning process for this proposal),
- 12) collaborated on many initiatives with the new Center for Latin@ Studies,
- 13) updated all of our language-path textbook series for SPAN100, 101, 102, 201, 202, 301, 302,
- 14) added an advisor to the Spanish Minor and an additional one for the newly launched B.S.

in Spanish for the Professions, and
15) launched Social Media initiatives for our Study Abroad Program via Facebook and Blogger.

Since several meetings have taken place with many stakeholders including the Provost and Deans of several Colleges at Ferris, the Center for Latin@ Studies, businesses that utilize bilingual employees, area high school Spanish programs, and other professors on campus (i.e. Social Work), the Spanish Unit has determined that we have a large area of potential growth in the area of Professional Spanish. We plan to implement these findings through the proposal of a new Spanish Minor which will focus on Professional Spanish and adding value by complementing our students' current programs. As such, some of the Spanish professors are undergoing further training in translation and interpretation to integrate these specific and desirable assets into our existing and new courses.

Starting in the 2015-2016 Academic Year, we will also launch more community-based programs such as a Summer Language Camp for Spanish (involving students from our Spanish Minor) responding for the need to promote language learning and diversity initiatives earlier on, as well as additional conversational programs for staff, community members, and alumni at Ferris-Grand Rapids. Due to the popularity of our Facebook site for our Costa Rica-Study Abroad program, further efforts will be made to engage current students and alumni in our program via Social Media to adapt to the needs of our program and culture of our students.

Lastly, we will continue working more closely with all stakeholders to assure that our program grows in both to meet the demands of current students seeking careers in which Spanish is a major asset professionally, while at the same time responding to the desire for our students to grow personally through the enriching experience of knowing another language and culture as a means of increasing their cultural competency, and preparing them for a more globally-interconnected world.

O. Appendixes

Form D (PROPOSED) Checksheet: Spanish Minor

SPANISH MINOR

FERRIS STATE UNIVERSITY - COLLEGE OF ARTS AND SCIENCES

ADVISORS: Ms. Ana Davila-Howard, Dr. Gustavo Rodriguez-Moran

PHONE: (231) 591-5854 or (231) 591-5036

E-MAIL: davila-a@ferris.edu or rodrigg@ferris.edu

CAMPUS ADDRESS: ASC 3062 or ASC 3036

Why Choose a Spanish Minor?

The fastest-growing population in the U.S. is Spanish-speaking Americans, and some of our fastest-growing trade partnerships are in Mexico and Latin America. In the coming years, a demonstrated fluency in Spanish is sure to be an asset in any career, whether it is education, health care, business, governmental service, technology, or other fields. The Spanish minor allows students to develop their skills in written and conversational Spanish and also to study the cultures of Spain, Mexico, and Latin America.

While all careers are enhanced by knowledge of a second or third language, specific majors at Ferris lend themselves to this intercultural awareness including: International Business, Hospitality Management, Criminal Justice, Social Work, Plastics Engineering, Teacher Education, Public Relations, Public Administration, Health Care, HVAC, and Building Trades.

In addition, in certain regions of the United States, specifically New York City, southern Florida, California and the southwest states, knowledge of Spanish is virtually a requirement. Students with this minor become more employable in a variety of careers throughout the United States.

Admission Requirements

This Spanish minor is open to any student admitted to Ferris State University and pursuing a baccalaureate degree. The minor is designed to complement any Ferris major program. Students should choose courses carefully to avoid excessive overlap with their major or second minor. Students may use only one-third of the credits in a minor that overlap with the student's major. For example: If a minor is 18 credits, 6 credits may be applied to the minor that are also used in the major. Students may apply 6 credit hours of overlap between minors.

Graduation Requirements

An academic minor may only be awarded upon completion of a baccalaureate degree at Ferris State. This minor requires a minimum of 22 credits with a minimum 2.0 grade average in these courses. Also, 50% of the credits for a minor must be taught by Ferris State University.

SPAN 201	Intermediate Spanish 1	4
SPAN 202	Intermediate Spanish 2	4
SPAN 301	Advanced Spanish 1	4
SPAN 302	Advanced Spanish 2	4
Choose one:		
SPAN 323	Survey of Spanish Literature	3
SPAN 343	Hispanic Cinema	3
Choose one:		
SPAN 331	Culture and Society of Spain	3
SPAN 333	Contemporary Culture and Society of Hispanic America	3

COLLEGE OF ARTS AND SCIENCES - ACADEMIC MINOR CLEARANCE FORM

MINOR IN SPANISH

NAME _____ STUDENT NUMBER _____

STUDENT'S COLLEGE: _____ B.S./B.A. PROGRAM: _____

Procedures for declaring a minor: The student will meet with the minor advisor to create a plan for completion of the minor, sign Section A and receive a copy of the form. The minor advisor will route the form through the department office and the Dean's Office. The student is not enrolled in the minor until the Dean's Office submits the form to Records.

Procedures upon completion of a minor: The student will notify the minor advisor when requirements are complete. The department and the advisor will verify that the student has completed the minor, sign Section B and forward the form with copies of any approved substitutions or exceptions forms to the Dean's Office for signature. The Dean's Office will send a copy to Records for posting the completion of the minor.

SECTION A DECLARATION OF MINOR	General Requirements:				
	<ul style="list-style-type: none"> At least 50% of the credits of the minor must be numbered 300 or higher At least 50% of the credits of the minor must be Ferris State University credits This minor requires a minimum of 22 credits This minor requires a minimum GPA of 2.0 in each of these courses Minor requirements must be completed prior to or at the time of the awarding of a baccalaureate or higher degree A maximum of 1/3 of the credits, but no more than 7 credits, in a minor may overlap with the student's major. (Approved by the Academic Senate on January 14, 2014) Students may apply 6 credit hours of overlap between minors. (Approved by the Academic Senate on April 19, 2001) 				
	Required Courses				
	SPAN 201 (Preq. SPAN102 or department approval)	F, Sp, S	4		
	SPAN 202 (Preq. SPAN201 or department approval)	F, Sp	4		
	SPAN 301 (Preq. SPAN202 with a grade of C or better, or department approval)	F, Sp	4		
	SPAN 302 (Preq. SPAN301 with a grade of C or better, or department approval)	F, Sp	4		
	Choose One: SPAN 323 or SPAN 343 (Preq. SPAN202 with a grade of C or better, or department approval)	323 (F Even) 343 (F Odd)	3		
	Choose One: SPAN 331 or SPAN 333 (Preq. SPAN202 with a grade of C or better, or department approval)	331 (Sp Even) 333 (Sp Odd)	3		
	Signatures		Date		
Student					
Advisor					
Department					

SECTION B MINOR COMPLETE	Routing (FOLLOWING COMPLETION OF THE REQUIRED COURSES FOR THE MINOR)		Date
	Department		
	CAS Dean	<input type="checkbox"/> MyDegree Verified	
	Registrar		

DECLARATION SENT TO RECORDS _____ COMPLETION SENT TO RECORDS _____

Appendix B: Sample Syllabi

FERRIS STATE UNIVERSITY
Beginning Spanish 1: Span 101 – 005
Tuesday and Thursday 3:00 – 4:50 PM
Classroom: Starr Educational Center 220

Professor: Dr. Lucero Flores-Páez
Thursday 12:00 – 1:00 PM or by appointment

Office: ASC 3034 **Office Hours:** Monday –

e-mail: floresl@ferris.edu

Office phone number: (231) 591-3627

Course Description: Spanish 101 offers an emphasis on pronunciation, oral exercises, vocabulary, and basic grammar. Instruction in the cultural and historical development of the Hispanic world.

This course meets General Education requirements: Global Consciousness; Cultural Enrichment.

This course will be taught exclusively in Spanish and will be fast-paced. Therefore, make sure that this class is right for you

Required Materials:

Blanco, José A. **Panorama: Introducción a la lengua española**. 4th. Ed. VISTA Higher Learning, 2013

- Textbook
- Workbook/Video Manual.
- Supersite Code

Optional: English- Spanish/Spanish- English dictionary Span 101 Includes lecciones 1 – 6 from the textbook.

Using the Supersite: The website that accompanies **Panorama**, www.vhlcentral.com, provides a wealth of fun and helpful exercises for you to choose from using the Content: Contextos: Presentations and Tutorials / Practice Activities etc.

COURSE OUTCOMES: (ACTFL Standards for Novice-mid)

Listening- Students will be able to recognize simple discourse in present tense in short explanations, directions, and simple questions given by instructor and classmates in Spanish.

Reading- Students will be able to comprehend written sentences and respond to questions about brief texts in Spanish.

Speaking- Students will be able respond to simple questions using short memorized phrases and/or sentences in Spanish.

Writing- Students will be able to write short sentences, paragraphs, and compositions on very familiar topics in the target language using the appropriate grammar and vocabulary at their level.

Culture of the Hispanic World- Students will be able to identify and describe, based on readings of basic information about the geography, culture, history, and economy of the various countries from the Spanish-speaking world.

Global Consciousness Outcomes – Student will be able to:

- identify various regions, features or countries other than North America;
- describe distinctive geographic, economic, cultural, linguistic, or historical features of a region, culture, or society other than North America;
- articulate geographic, economic, cultural, linguistic and/or historical relationships among diverse nations and peoples;
- comment accurately about current events in at least one country or region other than North America;
- describe a method for developing an understanding of geographic, economic, cultural, linguistic, and/or historical contexts of a country or region anywhere in the world; and
- show a positive perspective and understanding of the importance of global consciousness.

Cultural Enrichment Outcomes – Student will be able to:

- have an increased ability to interpret cultural works as a part of a culture.
- be able to justify those interpretations with an understanding of the interpretive process.
- be able to look at works or historical events from different perspectives.
- be better able to make and justify valuing (aesthetic and ethical) distinctions.
- exhibit improved distinctions in perception, craft, and/or life choices.
- have increased knowledge of the techniques or methodology of a discipline in the humanities.
- have increased knowledge about some aspects of cultures.
- better understand themselves as part of cultures with rich historical perspectives.
- be able to gain increased self-understanding through works of culture.
- have an increased inclination to engage in the humanities (whether reading a work of literature, attending a play, reading a biography, or listening to quality music) as a way of better understanding themselves and their world or enhancing the quality of their lives.

Attendance Policy: In a language class oral practice of Spanish on a regular basis is very important. You can't learn to speak Spanish if you don't practice speaking Spanish. Therefore, regular and punctual attendance is **mandatory** for all students.

- Each student is allowed 2 absences. These absences should be used for valid reasons, such as illness, medical appointments, religious holidays, death in the family, court appearances, extreme health emergency, traveling home early for holidays, etc. Use them wisely.

- After the two allowed absences, 10 points for each class missed will be deducted from your final grade. If you miss more than 10 classes during the semester you should seriously consider dropping the class.

Athletes: Please provide your instructor **during the first week of class** with a list of the days you will be missing during the semester. Your instructor will tell you how to compensate for the missing days.

Make-ups. Make-ups for exams and oral presentations are given if there is proper documentation (i.e. a doctor's note) for an absence. If you are absent for an exam, a presentation, or any other work you will be required to provide the instructor with your reasons and substantiation of your excuse before or immediately after your return to class. **You will be responsible for contacting the instructor and making arrangements to take make-up exams no later than one week following the regularly scheduled exam.**

The following excuses for make-ups are NOT acceptable:

- Doctor and dentist appointments (unless emergencies)
- Taking or picking up friends at airports, bus, train terminals, etc.
- The need to do work for other classes.
- Not being/not feeling prepared for class.
- Sleeping in.
- Travel.

Grading System. Whatever grade you need, work for it from the beginning of the semester. Please save for reference all work that is turned back to you (workbook, redacciones, exams etc.) Your grades will be posted on Ferris Connect / Blackboard, review them periodically.

Participation (Attendance)	120 pts.
Class Preparation	120 pts.
Homework (Workbook)	120 pts. (6x20 pts.)
Writing (Redacción)	60 pts (6x10 pts.)
Oral Culture Report	60 pts.
Exams (6): one after each chapter or lección	360 pts. (6x60 pts.)
Oral Exam	60 pts.
Final Exam: Listening Comprehension and written	100 pts.
TOTAL	1000 pts.
Optional: Extra Credit. Culture event attendance or video	25 pts. maximum

Grade Scale:

930 – 1000	A	900 – 929	A-		
870 – 899	B+	830 – 869	B	800 – 829	B-
770 – 799	C+	730 – 769	C	700 – 729	C-
670 – 699	D+	630 – 669		D	600 – 629 D-
599 – 0	F				

Participation: Refers to how much you participate, your attitude toward your fellow classmates, your instructor and the activities, your preparedness for class, and your attendance. All these factors are of great importance: language acquisition is a process, and it is cumulative. Therefore, I expect you to be in class and on time every day, to be prepared for the day's lesson, and to pay attention and be respectful in class (that is, no private conversations, reading extraneous material, doing homework, using or looking at your cell phone, etc.) **You are expected to participate both voluntarily and when called on, and to make every effort to speak Spanish when called on, when working with classmates, and when asking questions to the instructor or to classmates.** Your participation with these standards will help you to improve your final grade.

Attention: Participation is connected to attendance. For each absence you will get a grade of 0 in participation for the day.

Class Preparation: You are responsible for knowing all due dates regardless of class attendance on the day something is assigned. **You must prepare the scheduled material before coming to class.** You will have assignments on a daily basis and it usually includes studying a section on either vocabulary, grammar or a reading activity in the textbook and the **Supersite**, sometimes you will have to complete handouts, and you may have pop quizzes.

Homework: After each lección you will have to turn in the workbook/ Video manual assignments. The grade will be based on if it is turned in on time and complete. Turning incomplete or with incorrect /blank answers will diminish your grade. You will get a grade of 0 if you decide not to turn it in.

Redacciones (writing activities): There are a total of five redacciones this semester. They will be written in the classroom. It is crucial that you do not miss class compositions. Missed compositions cannot be made up. No exceptions/excuses. Your instructor will provide the topic and the guidelines the day before the composition is scheduled.

***Using the help of friends, Spanish majors, native speakers, translators, **internet programs**, etc. is strictly forbidden and is considered plagiarism. The professor has the right to question any composition and/or other work turned in at any time. If the professor suspects that the student has plagiarized, then the professor reserves the right to take any appropriate action deemed necessary.

Oral Culture Report: You will draw the date for your oral presentation on a Hispanic country. This date cannot be changed once is selected. The instructor will give each student the presentation topic, date, as well as the mechanics of this activity in more details on week 6. Presentations will start on week 8 or the mid-semester.

Exams: These will closely reflect the activities that you do in and out of class. Although the professor will offer a review session and materials of study, you have to study on a daily basis in order to be successful. **Remember, for each 1-hour class, at least 2 hours of study on you own are expected.** The exams will be given after finishing each lección.

Test Corrections: You are encouraged to make corrections on all exams and receive two extra credit points for each corrected exam. These extra points will be added to the exam being corrected. In order to receive this extra credit, however, you must follow this format for all corrections: First, write out a new sentence for each error. Second, explain the grammatical rules for all grammatical errors. You need to demonstrate that you have learned from your mistakes. If you just change the number or letter or word, you will not receive the extra credit, for this does not show that you actually learned the concept. Explanations are necessary. The test corrections are to be turned in the following day after receiving your test.

Oral Exam: During the last week of classes you will work with another student and you will have a conversation in Spanish about specific topics to be assigned by the professor in due time. The overall grade for this is given depending on your use of grammar, vocabulary, and your fluency and pronunciation. The best preparation for the oral exam is to take advantage of every opportunity to practice spoken Spanish inside and outside of the classroom!

Final Exam: The final exam consists of two parts: Listening comprehension and written. This exam will be a cumulative, it will include the content from the 6 chapters (lecciones 1 – 6) covered in class. Again, the best preparation for this exam will be your daily active participation in activities during and outside of class.

Extra Credit (optional): During the semester, the professor will offer some opportunities for extra credit. These may include attending a Spanish culture event offered in the university. Also, at the end of the semester you will have the opportunity to create a skit and record it and present it in class.

INSTRUCTOR'S POLICY

Honesty: It is understood that all work handed in for evaluation must be entirely your own work. Cheating or plagiarism will result in an automatic **F** for the course.

Cell Phone Policy: Classrooms are places of learning. Having phones and any electronic communication devices on during class interferes with learning. Therefore, all cellphones and other electronic devices must be off and unavailable during classes unless specific students are on-duty and/or on-call professionals. Those on-duty and on-call professionals must communicate with their professors about their cell phone and electronic device status. Thus, Students are required to tow away their cell phones during class. Any student caught texting will be given an absence for participation and preparation for that day.

FERRIS STATE UNIVERSITY POLICIES

ECDS: Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>

Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

Students should respect all rules of the Student Handbook:

<http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/>

Important Note: *The instructor reserves the right of making needed and appropriate adjustments to this syllabus.*

CALENDAR (SUBJECT TO CHANGES)

These dates are intended to be nothing more than a very general guide. It will almost certainly change as the semester progresses. You must attend class on a regular basis and check Ferris Connect/ Blackboard each week to find the changes on class assignments, exams, etc.

Week	Day	Activities to do before coming to class	Activities to be done in class
1	Tuesday Jan. 13	Print the syllabus from FerrisConnect /Blackboard	Introduction Syllabus Supersite <u>Lección 1: Hola, ¿Qué tal? Vocabulario</u> Saludos, despedidas y expresiones de cortesía. Pág. 2 – 3. Actividades de práctica y comunicación P3 – 5 Pronunciación P9 The Spanish Alphabet. Práctica
	Thursday Jan. 15	<u>Cultura:</u> Textbook P10 – 11 Read Saludos y besos en los países hispanos y la plaza principal. Answer the questions at the bottom: Actividades. <u>Estructura:</u> 1.1 Nouns and articles. Read P12-14 and watch the tutorial and complete the activities in the Supersite. 1.2 Numbers 0-30. Read P16 and watch the tutorial and complete the activities in the Supersite.	Review the Cultura Reading Actividades de práctica y comunicación P14, 18
2	Tuesday Jan. 20	<u>Estructura:</u> 1.3 Present tense of ser Read P19 – 21, watch the tutorial and complete the activities in the Supersite. 1.4 Telling time Read P24 – 25, watch the tutorial and complete the activities in the Supersite.	Actividades de práctica y comunicación P22 – 27

	Thursday Jan. 22	<p>Lectura. Read P30 – 31 and complete the activities “antes de leer” and “después de leer”</p> <p>Panorama. Read P. 32 – 33 Estados Unidos and complete the activities in the Supersite.</p> <p>Redacción: Prepare the writing activity to</p>	<p>Review the reading activities in class</p> <p>Video: La Fotonovela – Bienvenida, Marissa P6 – 8</p> <p>Writing activity</p> <p>Recapitulación</p>
		do in class. Dialogues using vocabulary and expressions from lección 1.	

3	Tuesday Jan. 27	<p>Complete workbook lección 1 to turn in. Study for Exam 1 – Lección 1</p> <p>Lección 2: En la universidad. Study the vocabulario y los días de la semana. P36 – 38 Complete the activities in the Supersite.</p>	<p>Examen 1: Lección 1 Turn in workbook</p> <p>Actividades de práctica y comunicación P37 – 39</p>
	Thursday Jan. 29	<p>Cultura: Textbook P44 – 45 Read La elección de una carrera universitaria y la universidad de Salamanca. Complete the activities in the Supersite.</p> <p>Estructura: 2.1 Present tense of the regular –ar verbs and the verb Gustar Read P46 – 48, watch the tutorial and complete the activities in the Supersite. 2.2 Forming questions in Spanish Read P51 – 52, watch the tutorial and complete the activities in the Supersite.</p>	<p>Review the Cultura reading</p> <p>Actividades de práctica y comunicación P49 – 54</p>

4	Tuesday Feb. 3	<p>Estructura: 2.3 Present tense of ESTAR P55 – 58 Read P55 – 56, watch the tutorial and complete the activities in the Supersite. 2.4 Numbers 31 and higher P59 – 61 Read P58 – 59, watch the tutorial and complete the activities in the Supersite.</p>	<p>Actividades de práctica y comunicación P55 - 61</p>
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	Thursday Feb. 5	<p>Lectura. Read P64 – 65 Complete the activities in the Supersite.</p> <p>Panorama. Read P66 – 67 España Complete the activity in the Supersite.</p> <p>Redacción: Prepare the writing activity to do in class. You will write about you Yo – en la Universidad: mis clases, mi horario, mis actividades, etc.</p>	<p>Review the reading activities in class</p> <p>Video: La Fotonovela - ¿Qué estudias? P40 – 4</p> <p>Writing activity</p> <p>Recapitulación</p>
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5	Tuesday Feb. 10	<p>Complete workbook lección 2 to turn in Study for exam 2</p> <p><u>Lección 3: La familia</u></p>	<p>Examen 2: Lección 2 Turn in workbook</p> <p>Actividades de práctica y comunicación P71 –</p>
		<p>Study the vocabulary P70 – 71, Complete the activities in the Supersite.</p>	<p>73</p>
	Thursday Feb. 12	<p>Cultura: Textbook P78 - 79 Read ¿Cómo te llamas? And La familia real Española. Complete the activities in the Supersite.</p> <p>Estructura: 3.1 Descriptive Adjectives Read P80 – 82, watch the tutorial and complete the activities in the Supersite.</p> <p>3.2 Possessive Adjectives Read P85, watch the tutorial and complete the activities in the Supersite.</p>	<p>Review the Cultura Reading</p> <p>Actividades de práctica y comunicación P83 –</p>

6	Tuesday Feb. 17	<p>Estructura: 3.3 Present tense of –er and –ir verbs Read P88 – 89, watch the tutorial and complete the activities in the Supersite. 3.4 Present tense of tener and venir Read P92 – 93, watch the tutorial and complete the activities in the Supersite.</p>	<p>Actividades de práctica y comunicación P88 –</p>
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	Thursday Feb. 19	<p>Lectura. Read P98 – 99 and complete the activities in the Supersite.</p> <p>Panorama. Read P104 – 105 and complete the activities in the Supersite.</p> <p>Redacción: Prepare the writing activity to do in class. You will write about you and your family.</p>	<p>Review the reading activities in class</p> <p>Video: La Fotonovela – Un domingo en familia P74 - 76</p> <p>Writing activity</p> <p>Recapitulación</p>
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7	Tuesday Feb. 24	<p>Complete workbook lección 3 to turn in Study for exam 3</p> <p>Lección 4: Los pasatiempos Study the vocabulario P108 – 110 and complete the activities in the Supersite.</p>	<p>Examen 3: Lección 3 Turn in workbook</p> <p>Actividades de práctica y comunicación P109 - 111</p>
	Thursday Feb. 26	<p>Cultura: Textbook P116 – 117 Read Real Madrid y Barça: rivalidad total and Lionel Messi y Lorena Ochoa and complete the activities in the Supersite.</p>	<p>Review the Cultura reading</p>
		<p>Estructura: 4.1 Present tense of ir Read P118 , watch the tutorial and complete the activities in the Supersite. 4.2 Stem changing verbs e → ie, o → ue Read P121 – 122, watch the tutorial and complete the activities in the Supersite.</p>	<p>Actividades de práctica y comunicación P118 – 124</p>

8	Tuesday Mar. 3	<p>Estructura: 4.3 Stem changing verbs e → i Read P125, watch the tutorial and complete the activities in the Supersite. 4.4 Verbs with irregular yo forms Read P128 – 129, watch the tutorial and complete the activities in the Supersite.</p>	<p>Actividades de práctica y comunicación P125 – 131</p> <p>Oral presentations start</p>
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	Thursday Mar. 5	<p>Lectura. Read P134 – 135 and complete the activities in the Supersite.</p> <p>Panorama. Read P136 – 137 México and complete the activities in the Supersite.</p> <p>Redacción: Prepare the writing activity to do in class. You will write about your pass times.</p>	<p>Review the reading activities in class</p> <p>Video: La Fotonovela – Fútbol, cenotes y mole 112 - 114</p> <p>Writing activity</p> <p>Recapitulación</p>
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Spring break – March 9 – 13- No classes

9	Tuesday Mar. 17	<p>Complete workbook lección 4 to turn in Study for exam 4</p> <p><i>Lección 5: Las vacaciones</i> Study the vocabulario P140 – 144 and complete the activities in the Supersite.</p>	<p>Examen 4: Lección 4 Turn in workbook</p> <p>Actividades de práctica y comunicación P 141 - 145</p>
	Thursday Mar. 19	<p>Cultura: Textbook P150 - 151 Read Las cataratas del Iguazú y Punta del Este and complete the activities in the Supersite.</p> <p>Estructura: 5.1 Estar with conditions and emotions Read P152, watch the tutorial and complete the activities in the Supersite. 5.2 The Present Progressive Read P154 – 155, watch the tutorial and complete the activities in the Supersite.</p>	<p>Review the Cultura reading</p> <p>Actividades de práctica y comunicación P152 -</p>

10	Tuesday Mar. 24	<p>Estructura: 5.3 Ser and estar Read P158 – 159, watch the tutorial and complete the activities in the Supersite. 5.4 Direct Object noun and pronouns Read P162 – 163, watch the tutorial and complete the activities in the Supersite.</p>	<p>Actividades de práctica y comunicación P160 - 165</p>
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	Thursday Mar. 26	<p>Lectura. Read P168 – 169 and complete the activities in the Supersite.</p> <p>Panorama. Read P170 – 171 Puerto Rico and complete the activities in the Supersite.</p> <p>Redacción: Prepare the writing activity to do in class. You will write about your favorite vacations</p>	<p>Review the reading activities in class</p> <p>Video: La Fotonovela – ¡Vamos a la playa! P146 – 148</p> <p>Writing activity Recapitulación</p>
11	Tuesday Mar. 31	<p>Review of Ser Vs Estar</p> <p>Direct Object pronouns</p> <p>Complete the hand out</p>	Review
	Thursday Apr. 2	Midterm Recess classes No	
12	Tuesday Apr. 7	<p>Complete workbook lección 5 to turn in</p> <p>Study for exam 5</p> <p><u>Lección 6: De compras</u></p> <p>Study the vocabulario P174 – 176 and complete the activities in the Supersite.</p>	<p>Examen 5: Lección 5</p> <p>Turn in workbook</p> <p>Actividades de práctica y comunicación P174 – 177</p>
	Thursday Apr. 9	<p>Cultura: Textbook P182 – 183</p> <p>Read Los mercados al aire libre y Carolina Herrera and complete the activities in the Supersite.</p> <p>Estructura:</p> <p>6.1 saber and conocer</p> <p>Read P184, watch the tutorial and complete the activities in the Supersite.</p> <p>6.2 Indirect Object pronouns</p> <p>Read P186 – 187, watch the tutorial and complete the activities in the Supersite.</p>	<p>Review the Cultura reading</p> <p>Actividades de práctica y comunicación P185 – 189</p>
13	Tuesday Apr. 14	<p>Estructura:</p> <p>6.3 Preterite tense of regular verbs Read P190 – 191, watch the tutorial and complete the activities in the Supersite.</p> <p>6.4 Demonstrative adjectives and</p>	<p>Actividades de práctica y comunicación P190 – 197</p>
		<p>pronouns</p> <p>Read P194 – 199, watch the tutorial and complete the activities in the Supersite.</p>	

	Thursday Apr. 16	Review the estructuras from previous class Complete the hand out	Review in class
14	Tuesday Apr. 21	Lectura. Read P168 – 169 and complete the activities in the Supersite. Panorama. Read P170 – 171 Puerto Rico and complete the activities in the Supersite. Redacción: Prepare the writing activity to do in class. You will write an interview report	Review the reading activities in class Video: La Fotonovela – En el mercado P178 – : Writing activity Recapitulación
	Thursday Apr. 23	Complete workbook lección 6 to turn in	Examen 6: lección 6 Turn in workbook
15	Tuesday Apr. 28 and Thursday Apr. 30		Review and oral exam

FINAL EXAM: Monday, May 4th 2:00 – 3:40 PM

Span 102-01: Beginning Spanish II
Spring 2015

MTWR: 12:00-12:50 pm.

Classroom: STARR 222

Dr. Gustavo Rodríguez-Morán

Office: ASC 3036

Office hours: MTW 10:00-11:00 am.

E-mail: rodrigg3@ferris.edu

Course Description: The Beginning Spanish 2 is the continuation in the sequence of Beginning Spanish 1. This course is conducted in the target language so the students have the input to improve their performance in the four language skills: listening and reading comprehension, oral and writing production at the beginning level. In addition to that, the course will include samples of short cultural items from the Spanish-Speaking world to enrich their learning experience.

Required Texts: Blanco, José A. Panorama: **Introducción a la lengua española**. 4th. Ed.VISTA Higher Learning, 2013. + Workbook/Video Manual.

General Cultural Enrichment and Global Consciousness Outcomes:

- Have an increased ability to interpret cultural Hispanic works.
- Be able to view works or historical events from different perspectives.
- Be better able to make and justify valuing (aesthetic and ethical) distinctions.
- Have an increased knowledge about some aspects of Hispanic culture.
- Identify various regions, features or countries in the Spanish-speaking world.
- Articulate/describe distinctive geographic, economic, cultural, linguistic, and/or historical relationships among diverse countries and peoples.

Course Outcomes:

This course will contribute to the student's development of the four language skills in Spanish: listening and reading comprehension, oral and writing production at a basic level. At the end of the semester:

Listening- Students will be able to understand simple discourse in present, past and future tenses in explanations, directions, and short dialogues or conversations.

Reading- Students will be able to comprehend written sentences, infer meaning in context, and respond to questions about brief content-rich texts in Spanish.

Speaking- Students will be able to participate in predictable topics necessary for survival through short conversations and dialogues.

Writing- Students will be able to write short sentences, paragraphs, and compositions focusing on elements of daily life in the target language using the appropriate grammar and vocabulary at their level.

Culture of the Hispanic World- Students will be able to identify and describe, based on readings of basic information about the geography, culture, history, and economy of the various countries from the Spanish-speaking world.

Grading Policy:

Exams: 2	30%
Quizzes: 3	20%
Participation & Attendance:	15%
Homework / Workbook:	15%
Oral Interview:	5%
Final Exam:	<u>15%</u>
Total: 100%	

Grade Scale:

93 – 100 A	73 – 76 C
90 – 92 A-	70 – 72 C-
87 – 89 B+	67 – 69 D+
83 – 86 B	63 – 66 D
80 – 82 B-	<u>60 – 62 D-</u>
77 – 79 C+	59 – 0 F

Participation and Attendance: Active participation in all class activities is crucial for student's progress, as is his or her attendance in the course. Participation means that students participate in the required assignments: classroom exercises, oral and written, role plays, interviews, etc. Your instructor will assess your participation both at midterm, and at the end of the semester. Keep in mind that arriving late or skipping class will lower your participation score: 1 unexcused absence = - 4 % of participation, 2 unexcused absences = -8% in participation. Students with more than 6 unexcused absences will fail the course. Absences will be excused upon the presentation of written documentation (doctor's note, religious observances, funeral attendance, for example). If you have an emergency that prevents you from attending class, you must e-mail me immediately at rodrigg3@ferris.edu . I check my e-mail between 8:00 am and 5:00 pm from Monday to Friday.

Homework: From the very first day of class students are to begin to work immediately in the Workbook (online or in paper). Homework will be assigned starting the chapter and has to be submitted at the end of the chapter. See schedule for more detail.

Oral Interview: The last week of instruction, students will spend approximately 10 minutes demonstrating their communication skills in an Oral Exam. They will be evaluated on their ability to communicate using the skills they have developed during the semester. We have scheduled one day to prepare for this Oral Interview.

Final Exam: The Final Exam will be comprehensive and will contain materials of all of the chapters covered during the course.

Honesty Policy: It is understood that all work handed in for evaluation must be entirely the student's work. Cheating or plagiarism will result in an automatic **F** on the course.

Make-up Policy: Students missing any quiz, exam or homework assignment will be administrated a zero for that particular assignment. No make-ups will be given, unless the student presents written documentation (doctor's note, religious observances, funeral attendance, etc).

Instructor's Note:

In case you need help, I am available during my office hours. If my office hours do not fit your schedule, you can make an appointment.

Those who wish to be successful in the course should:

- Arrive always on time
- Turn in all assignments on time
- Participate in all the activities in the classroom
- RESPECT your classmates and professor
- No text-messaging is allowed in class; please be kind to your classmates and instructor and turn-off your cell phone during class time.

Weekly Schedule: The instructor reserves the right to modify the following class schedule depending on the needs of the course.

Span 102-Panorama

Week	Date	Reading due <u>before</u> class	Important items for class
Semana 1-	12 enero	Introducción al curso	
	13	Capítulo 7 La rutina diaria: P210-211	Ejercicios: 3, 4, 5, 6, 7, 8 p211-213
	14	Fotonovela: ¡Necesito arreglarme! P214,215	Ejercicios: 1, 2, 3, 4, P216
	15	Cultura: La siesta P218, 219	Ejercicios 1, 2,3 P 218, 219

Semana 2-	19 enero	MLK (No class)	*****
	20	Estructura: Verbos reflexivos P 220, 221 / Palabras indefinidas P224, 225	Ejercicios 1,2,3, 4, 7 P222, 223 Ejercicios: 1,2,3,4, P226,227
	21	Estructura: ser e ir P228 Gustar: P230, 231	Ejercicios: 1,2,3, P229 Ejercicios: 1,2,3,4,5, P232, 233
	22	Lectura y cultura P 236-239	

Semana 3-	26 enero		Quiz 1 capítulo 7 Workbook 1 capítulo 7
	27	Capítulo 8: La comida Vocabulario P242-243, 244	Ejercicios: 3, 4, 5, 6, 8 P243-246
	28		Ejercicios: 8, 9, 10 247
	29	Fotonovela: Una cena romántica P 248, 249	Ejercicios: 1,2,3,4, P 250

Semana 4-	2 febrero	Cultura: Frutas y verduras de América P252,253	Ejercicios: 1,2,3, P252,253
	3	Estructura: Pretérito Verbos cambio de raíz P254 / Doble objeto P 257, 258	Ejercicios: 1,2,3,4, P255, 256 Ejercicios: 1,2,3,4 P259, 260
	4	Estructura: comparaciones P 261-263 / Superlativos P266	Ejercicios: 1,2,3,4, P264,265 Ejercicios: 1,2,3, P267
	5	Lectura y cultura P270-273	Repaso

Semana 5-	9 febrero		Examen 1 capítulos 7 y 8 Workbook 2 capítulo 8
	10	Capítulo 9 Las fiestas Vocabulario P276,277	Ejercicios: 3,4,5,6, 7, 8 P277, 279
	11	Fotonovela: Día de los muertos P 280, 281	Ejercicios: 1,2,3,4 P282
	12	Cultura: Semana santa P284, 285	Ejercicios: 1,2,3 P284, 285

Semana 6-	16 febrero	Estructura: Pretérito irregular P286, 287 / Cambio de significado en pretérito P290	Ejercicios: 1,2,3,4, P288,289 Ejercicios: 1,2,3, 291
	17	Estructura: Palabras interrogativas P292 / Pronombres después de preposiciones P294	Ejercicios 1, 2 P293 Ejercicios 1, 2 P295
	18	Lectura y escritura P298-301	
	19	En Pantalla y Cultura: Chile P302-305	

Semana 7-	23 febrero		Quiz 2 capítulo 9 Workbook 3 capítulo 9
	24	Capítulo 10 En el consultorio Vocabulario P308, 309	Ejercicios: 3,4,5,6,7,8 P309-311
	25	Fotonovela ¡Qué dolor! P312, 313 Ortografía P315	Ejercicios: 1,2,3,4 P314 Ejercicios: Práctica y El ahorcado
	26	Cultura: Servicios de salud 316, 317 Estructura: El imperfecto P318, 319	Ejercicios: 1,2,3 P316, P317 Ejercicios: 1,2,3,4,5, P 320, 321

Semana	2 marzo	Estructura: Pretérito e	Ejercicios 1,2,3,4,5,6 P324,325
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8-		imperfecto P322, 323	
	3	Estructura: construcciones con "SE" P326, 327	1,2,3,4,5 P329, 329
	4	Estructuras: adverbios 330 Lectura y cultura: Costa Rica y Nicaragua P334-337	Ejercicios 1 P331
	5	Actividad alternativa	*****

Semana 9: 9 – 13 marzo (Spring Break)

Semana 10-	16 marzo		Repaso
	17		Examen 2 capítulo 9 y 10 Workbook 4 capítulo 10
	18	Capítulo 11 La tecnología Vocabulario P342, 244	Ejercicios: 3,4,5,6,7,8 P343, 345
	19	Fotonovela: En el taller P346, 347 Cultura: El teléfono celular P350, 351	Ejercicios: 1,2,3 P348 Ejercicios 1,2,3 P350, 351

Semana 11-	23 marzo	Estructuras: Mandatos familiares P352, 353 / Por y Para P356, 357	Ejercicios 1,2,3,4 P354, 355 Ejercicios 1,3,4,5 P358, 359
	24	Estructuras: verbos recíprocos P360, 361 / Adjetivos y pronombres posesivos P362, 363	Ejercicios: 1,2,3 P261 Ejercicios 1,2,3,4,5,6 P364,365
	25	Lectura P368, 369	
	26	Cultura: Argentina P370,371	

Semana 12-	30 marzo	Cultura: Uruguay P372,373	
	31		Quiz capítulo 11 Workbook 5 capítulo 11
	1 abril	Capítulo 12 La vivienda Vocabulario P376, 378	Ejercicios: 3,4,5,6,7,8 P377,379
	2	Mid-semester recess	****

Semana 13-	6 abril	Fotonovela: Los quehaceres P380, 381	Ejercicios: 1,2,3 P382
	7	Cultura: El patio central P384,385	Ejercicios: 1,2,3 P384,385

	8	Estructura: Pronombres relativos P386, 387 / Mandatos formales P390, 391	Ejercicios: 1,2,3,4,5 P388,389 Ejercicios: 1,2,3,4 P392, 393
	9	Estructura: Presente de subjuntivo P394, 396 / Influencia P398, 399	Ejercicios: 1,2,3 P397 Ejercicios: 1,2,3,4,5 P400,401

Semana 14-	13 abril	En pantalla / Cultura: Panamá y El Salvador P408-413	
	14	Capítulo 13 La naturaleza Vocabulario P 416	Workbook 6 capítulo 12 Ejercicios: 3,4,6,7,8 P418, 419
	15	Fotonovela: Aventuras en la naturaleza P420, 421	Ejercicios: 1,2,3,4 P422
	16	Estructuras: Subjuntivo verbos de emoción P426, 427 Subjuntivo: duda y negación P430, 431	Ejercicios: 1,2, 3 P428, 429 Ejercicios: 1,2,3,4 P432, 433

Semana 15-	20 abril	Estructura: subjuntivo y conjunciones P434, 435 / Participio como adjetivo P438	Ejercicios: 1,2, 4 P436, 437 Ejercicios: 1,2, 3 P439
	21	Lectura y cultura: Colombia y Honduras P 344, 347	
	22	Actividad alternativa	*****
	23	Prep. Entrevista oral	Workbook 7 capítulo 13 opcional

Semana 16-	27 abril	Entrevistas	*****
	28	Entrevistas	*****
	39	Entrevistas	*****
	30 mayo	Repaso Examen Final	*****

Semana 17: Examination week Mayo 4 – 7

Final Exam: _____

Important Note: The instructor reserves the right of making needed and appropriate adjustments to this syllabus

FERRIS STATE UNIVERSITY
Intermediate Spanish 1: Span 201– 002
Monday - Thursday 2:00 – 2:50 PM
Classroom: Starr Educational Center 222

Professor: Dr. Lucero Flores-Páez
Thursday 12:00 – 1:00 PM or by appointment

Office: ASC 3034 **Office Hours:** Monday –

e-mail: floresl@ferris.edu

Office phone number: (231) 591-3627

Course Description: This course is designed for students with previous experience in Spanish language. Span 201 is the first semester of Intermediate Spanish and is designed to sharpen the student’s language skills in listening and reading comprehension and writing and oral production. In this course we will review the grammar concepts learned in Beginning Spanish 1 and 2. At the same time, this course will introduce short literary and cultural readings to help students increase their cultural competency about the Spanish-Speaking world.

This course meets General Education requirements: Global Consciousness; Cultural Enrichment.

This course will be taught exclusively in Spanish and will be fast-paced. Therefore, make sure that this class is right for you.

Required Materials:

Blanco, José A. and C. Cecilia Tocaimaza-Hatch, with contributing writer Próspero N. García, IMAGINA: español sin barreras, *Third Edition*, Vista Higher Learning, 2015.

The set must include:

1. Textbook
2. Student Activities Manual: assignments that correspond to the textbook for each lesson. You must complete the selected activities for each lección
3. Supersite Code to be used in the **IMAGINA** Supersite at www.vhlcentral.com . The website that accompanies **Imagina** provides a wealth of fun and helpful exercises for you to choose. The instructor will assign activities to be done before coming to class. The assigned activities from the Supersite serve to prepare you for the next class, review previously learned material and solidify new concepts and ideas.

Optional: English- Spanish/Spanish-English dictionary

Span 201 Includes lecciones 1 – 5 from the textbook, and the manual de gramática P374-395.

COURSE OUTCOMES. (ACTFL Standards for Intermediate-low)

Listening- Students will be able to recall the content in conversations of distinctive discourses in the target language such as dialogues, short readings, presentations, and media.

Reading- Students will be able to comprehend short narrations, poetry selections and cultural texts, and comment on their content in writing or discussions.

Speaking - Students will be able to participate in predictable and social topics necessary for survival through conversations and dialogues.

Writing- Students will be able to write compositions with several paragraphs relating to common content topics and displaying an accurate use of grammar and vocabulary.

Culture of the Hispanic World- Students will be able to recognize and describe current events, important cultural mediums (i.e. art, literature, architecture, and cultural practices in the Spanish-speaking countries).

Global Consciousness Outcomes – Student will be able to:

- identify various regions, features or countries other than North America;
- describe distinctive geographic, economic, cultural, linguistic, or historical features of a region, culture, or society other than North America;
- articulate geographic, economic, cultural, linguistic and/or historical relationships among diverse nations and peoples;
- comment accurately about current events in at least one country or region other than North America;
- describe a method for developing an understanding of geographic, economic, cultural, linguistic, and/or historical contexts of a country or region anywhere in the world; and
- show a positive perspective and understanding of the importance of global consciousness.

Cultural Enrichment Outcomes – Student will be able to:

- have an increased ability to interpret cultural works as a part of a culture.
- be able to justify those interpretations with an understanding of the interpretive process.
- be able to look at works or historical events from different perspectives.
- be better able to make and justify valuing (aesthetic and ethical) distinctions.
- exhibit improved distinctions in perception, craft, and/or life choices.
- have increased knowledge of the techniques or methodology of a discipline in the humanities.
- have increased knowledge about some aspects of cultures.
- better understand themselves as part of cultures with rich historical perspectives.
- be able to gain increased self-understanding through works of culture.
- have an increased inclination to engage in the humanities (whether reading a work of literature, attending a play, reading a biography, or listening to quality music) as a way of better understanding themselves and their world or enhancing the quality of their lives.

Attendance Policy:

- In a language class oral practice of Spanish on a regular basis is very important. You can't learn to speak Spanish if you don't practice speaking Spanish. Therefore, regular and punctual attendance is **mandatory** for all students.

- Each student is allowed 4 absences. These absences should be used for valid reasons, such as illness, medical appointments, religious holidays, death in the family, court appearances, extreme health emergency, traveling home early for holidays, etc. Use them wisely.
- After the 4 allowed absences, 10 points for each class missed will be deducted from your final grade. If you miss more than 10 classes during the semester you should seriously consider dropping the class.

Athletes: Please provide your instructor **during the first week of class** with a list of the days you will be missing during the semester. Your instructor will tell you how to compensate for the missing days.

Make-ups. Make-ups for exams and oral presentations are given only if there is proper documentation (i.e. a doctor's note) for an absence. If you are absent for an exam, a presentation, or any other work you will be required to provide the instructor with your reasons and substantiation of your excuse before or immediately after your return to class. **You will be responsible for contacting the instructor and making arrangements to take make-up exams no later than one week following the regularly scheduled exam.**

The following excuses for make-ups are NOT acceptable:

- Doctor and dentist appointments (unless emergencies)
- Taking or picking up friends at airports, bus, train terminals, etc.
- The need to do work for other classes.
- Not being/not feeling prepared for class.
- Sleeping in.
- Travel.

Grading System. Please save for reference all work that is turned back to you (workbook, compositions, exams etc.) Your grades will be posted on Ferris Connect / Blackboard, review them periodically.

Participation (Attendance)	120 pts.
Class Preparation	100 pts.
Homework (Workbook)	100 pts. (5 leccionesx20 pts.)
Writing (Compositions)	100 pts (5x20 pts.)
Reading	60 pts. (5x12 pts.)
Oral presentation - culture	60 pts.
Exams (5): one after each lección	300 pts. (5x60 pts.)
Oral Exam (2)	60 pts. (2x30 pts.)
Final Exam: Listening Comprehension and written	100 pts.
TOTAL	1000 pts.
Optional: Extra Credit. Culture event attendance or video	25 pts. maximum

Grade Scale. Grades will not be changed. Whatever grade you need, work for it from the beginning of the semester.

930 – 1000	A	900 – 929	A-		
870 – 899	B+	830 – 869	B	800 – 829	B-
770 – 799	C+	730 – 769	C	700 – 729	C-
670 – 699	D+	630 – 669	D	600 – 629	D-
599 – 0	F				

Participation: Refers to how much you participate, your attitude toward your fellow classmates, your instructor and the activities, your preparedness for class, and your attendance. All these factors are of great importance: language acquisition is a process, and it is cumulative. Therefore, I expect you to be in class and on time every day, to be prepared for the day's lesson, and to pay attention and be respectful in class (that is, no private conversations, reading extraneous material, doing homework, using or looking at your cell phone, etc.) **You are expected to participate both voluntarily and when called on, and to make every effort to speak Spanish when called on, when working with classmates, and when asking questions to the instructor or to classmates.** Your participation with these standards will help you to improve your final grade.

Attention: Participation is connected to attendance. For each absence you will get a grade of 0 in participation for the day.

Class Preparation: You are responsible for knowing all due dates regardless of class attendance on the day something is assigned. You must prepare the scheduled material before coming to class. You will have assignments on a daily basis and it usually includes studying a section on either vocabulary, grammar or a reading activity in the textbook and Supersite; these activities are to be done in **IMAGINA Supersite before coming to class.** Sometimes you will have to complete handouts, and you may have pop quizzes.

Homework: After each lección and the day of the test, you will have to turn in the Student Activities Manual assignments. The grade will be based on if it is turned in on time and complete. Turning it incomplete or with incorrect / blank answers will diminish your grade. If you don't turn it in you will get a grade of 0.

Writing: There are a total of five compositions this semester. They will be written in the classroom. It is crucial that you do not miss class compositions. Missed compositions cannot be made up. No exceptions/excuses. Your instructor will provide the topic and the guidelines the day before the composition is scheduled.

***Using the help of friends, Spanish majors, native speakers, translators, **internet programs**, etc. is strictly forbidden and is considered plagiarism. The professor has the right to question any composition and/or other work turned in at any time. If the professor suspects that the student has plagiarized, then the professor reserves the right to take any appropriate action deemed necessary.

Reading: There are 5 graded reading tasks, one for each chapter in the book. These tasks are based on the readings in the *Imagina* section of each chapter and will be completed individually

outside the class. They can be typed or hand-written.

Oral presentation: Every student will have the opportunity to present orally about several topics throughout the semester. The instructor will give each student the presentation topic, date, as well as the mechanics of this activity in more details on week 5.

Exams: These will closely reflect the activities that you do in and out of class. Although the professor will offer a review session and materials of study, you have to study on a daily basis in order to be successful. **Remember, for each 1-hour class, at least 2 hours of study on you own are expected.** The exams will be given after finishing each lección.

Test Corrections: You are encouraged to make corrections on all exams and receive two extra credit points for each corrected exam. These extra points will be added to the exam being corrected. In order to receive this extra credit, however, you must follow this format for all corrections: First, write out a new sentence for each error. Second, explain the grammatical rules for all grammatical errors. You need to demonstrate that you have learned from your mistakes. If you just change the number or letter or word, you will not receive the extra credit, for this does not show that you actually learned the concept. Explanations are necessary. The test corrections are to be turned in the following day after receiving your test.

Oral Exam: There are two oral exams: one mid-semester and one during the last week of classes. You will work with another student and you will have a conversation in Spanish about specific topics to be assigned by the professor in due time. The overall grade for this is given depending on your use of grammar, vocabulary, and your fluency and pronunciation. The best preparation for the oral exam is to take advantage of every opportunity to practice spoken Spanish inside and outside of the classroom.

Final Exam: The final exam consists of two parts: Listening comprehension and written. This exam will be cumulative, it will include the content from the 5 chapters (lecciones 1 – 5) covered in class. Again, the best preparation for this exam will be your daily active participation in activities during and outside of class.

Extra Credit (optional): During the semester, the professor will offer some opportunities for extra credit. These may include attending a Spanish culture event offered in the university. Also, at the end of the semester you will have the opportunity to create a skit and record it and present it in class.

FERRIS STATE UNIVERSITY POLICIES

ECDS: Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>

Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

Students should respect all rules of the Student Handbook:

<http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/>

Important Note: *The instructor reserves the right of making needed and appropriate adjustments to this syllabus.*

SPAN 201 – 002

Monday – Thursday – 2:00 – 2:50 PM

CALENDAR (SUBJECT TO CHANGES)

These dates are intended to be nothing more than a very general guide. It will almost certainly change as the semester progresses. You must attend class on a regular basis and check Ferris Connect/ Blackboard each week to find the changes on class assignments, exams, etc.

Semana (week)	Día	Prepara antes de la clase (Read and write before class)	Actividades en clase
1	Lunes Ene. 12		Presentación y syllabus Review
	Martes Ene. 13	<i>Manual de gramática repaso 1.4 articles and nouns Completa las actividades.</i>	Review
	Miércoles Ene. 14	<i>Manual de gramática repaso 1.5 Adjectives Completa las actividades.</i>	Review
	Jueves Ene. 15	Lección 1: Estudia el vocabulario P4 – Las relaciones personales Completa las actividades en el Supersite.	Actividades de práctica P2 – 5
2	Lunes Ene. 19	MLK - Day No hay clases	

Martes Ene. 20	El presente Lee P18 – 19. Review the tutorials in the Supersite. Completa las actividades	<i>Estructuras 1.1</i> , The present tense P18–21 Actividades de práctica.
Miércoles Ene. 21	Ser vs. Estar Lee P 22 – 23 Review the tutorials in the Supersite. Completa las actividades <i>Flash Cultura</i> , P17 Completa las actividades en el Supersite	<i>Estructuras 1.2</i> , Ser and estar P22– 25 Actividades de práctica.
Jueves Ene. 22	Gustar y verbos similares. Lee P26 – 27 Review the tutorial in the Supersite Completa las actividades	<i>Estructuras 1.3</i> , Gustar and similar verbs, P26–29 Actividades de práctica.

3	Lunes Ene. 26	<i>Cortometraje</i> : pre-viewing, P 6–7 Lee y estudia el vocabulario y las expresiones P6. Completa las actividades en el Supersite. Watch the video.	Video en clase: <i>No me ama</i> Actividades de análisis P10-11
	Martes Ene. 27	Imagina: Actividad de lectura. Actividad para entregar (To turn in) Lee las páginas P12 – 15 P16 Completa las actividades Cierto o Falso Preguntas, Miniprueba y la investigación.	Continuar con las actividades del video P10-11.
	Miércoles Ene. 28	<i>Síntesis</i> , P30 lee Un consejo sentimental. <i>Cultura</i> : pre-reading, P 31 Lee <i>Cultura: Corriente Latina</i> , P 32 – 33 Completa las actividades en el Supersite.	Actividades de discusión y análisis
	Jueves Ene. 29	<i>Literatura</i> : pre-reading, P 35 Lee sobre el autor. Completa las actividades en el Supersite. Lee P37 “Poema 20” de Pablo Neruda.	Actividades de análisis P38.

4	Lunes Feb. 2	Estudia para el examen 1. Completa el Manual de actividades. Para entregar (To turn in)	<u>Examen 1</u>
	Martes Feb. 3	Las relaciones personales Actividad de escritura: Prepara el outline para escribir en la clase P38 (4) Escribir una carta.	<u>Composición 1</u> Primer borrador (First draft)
	Miércoles Feb. 4	Lección 2: Estudia el vocabulario P42 – En la ciudad. Completa las actividades en el Supersite. <i>Manual de gramática repaso</i> <i>2.4 Progressive forms</i> <i>Completa las actividades en el Supersite</i>	Actividades de práctica. Correcciones de la composición 1.
	Jueves Feb. 5	El pretérito Lee P56-57. Review the tutorials in the Supersite. Completa las actividades <i>Manual de gramática repaso</i> <i>2.5 Telling time</i> <i>Completa las actividades en el Supersite</i>	<i>Estructuras 2.1, The preterite, P 56– 57</i> Actividades de práctica

5	Lunes Feb. 9	El imperfecto Lee P60 Review the tutorials in the Supersite. Completa las actividades	<i>Estructuras 2.2, The imperfect, P 60– 63</i> Actividades de práctica
		<i>Flash Cultura, P55</i> Completa las actividades en el Supersite	
	Martes Feb. 10	El pretérito vs. El imperfecto. Lee P64 – 65	<i>Estructuras 2.3, The preterite vs. the imperfect, P 64–67</i> Actividades de práctica
	Miércoles Feb. 11	El pretérito vs. El imperfecto. Completa el hand out.	<i>Continuar con las estructuras 2.3</i> Actividades de práctica.

	Jueves Feb. 12	<i>Cortometraje:</i> pre-viewing, P 44–45 Lee y estudia el vocabulario y las expresiones P44 ➔ Completa las actividades en el Supersite. Watch the video.	Video en clase: <i>Adiós, mamá</i> Actividades de análisis P 48 – 49
6	Lunes Feb. 16	Imagina: Actividad de lectura. Actividad para entregar (To turn in) Lee las páginas P50 – 53 P54 Completa las actividades Cierto o Falso. Preguntas, Miniprueba y la investigación.	Continuar con las actividades del video P48 – 49
	Martes Feb. 17	<i>Síntesis</i> , P68 Lee la ciudad es mía. <i>Cultura:</i> pre-reading, P69 Lee P70 – 71 Completa las actividades en el Supersite	Actividades de análisis y discusión
	Miércoles Feb. 18	Actividad de escritura: Prepara el outline para escribir en la clase Plan de redacción: Una narración en el pasado.	<u>Composición 2</u> Primer borrador
	Jueves Feb. 19	<i>Literatura:</i> pre-reading, P 73 Lee sobre la autora. Completa las actividades en el Supersite. Lee P74 – 75 la vida y los recuerdos de Eugenia Viteri.	Actividades de análisis P76. Correcciones de la composición 2
7	Lunes Feb. 23	Estudia para el examen 2. Completa el Manual de actividades. Para entregar (To turn in)	<u>Examen 2</u>
	Martes Feb. 24	<i>Manual de gramática repaso</i> 3.4 Possessive adjectives and pronouns <i>Completa las actividades en el Supersite</i>	<u>Examen oral 1</u>
	Miércoles Feb. 25	<i>Manual de gramática repaso</i> 3.5 Demonstrative adjectives and pronouns <i>Completa las actividades en el Supersite</i>	<u>Examen oral 1</u>

	Jueves Feb. 26	Lección 3. Estudia el vocabulario P80 – La influencia de los medios Completa las actividades en el Supersite	Actividades de práctica
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8	Lunes Mar. 2	El subjuntivo en cláusulas nominales Lee P94 – 96 Review the tutorial en el Supersite Completa las actividades	<i>Estructuras 3.1</i> , The subjunctive in noun clauses, P 97–99
	Martes Mar. 3	Los pronombres de objeto Lee P100 – 101 Review the tutorial en el Supersite Completa las actividades	<i>Estructuras 3.2</i> , Object pronouns, P102–103
	Miércoles Mar. 4	<i>Cortometraje: La encrucijada</i> .pre-viewing, P82–83 → Lee y estudia el vocabulario y las expresiones P44 Completa las actividades en el Supersite. Watch the video.	Video en clase. Actividades de análisis P86 – 87
	Jueves Mar. 5	Imagina: Actividad de lectura. Actividad para entregar (To turn in) Lee las páginas P88 – 91 P92 Completa las actividades Cierto o Falso. Preguntas, Miniprueba y la investigación.	Continuar con las actividades del video P86 - 87

Vacaciones de primavera: 6 – 15 de marzo

9	Lunes Mar. 16	Los mandatos Lee P104 - 105 Review the tutorial en el Supersite Completa las actividades <i>Flash Cultura</i> , P93 Completa las actividades en el Supersite	<i>Estructuras 3.3</i> , Commands, P 106–107
	Martes Mar. 17	<i>Síntesis</i> , P108 Noticias, ¿Mucho, poco o nada? <i>Cultura</i> : pre-reading, P109	Actividades de análisis y discusión

		Lee p70 – 71 Completa las actividades en el Supersite	
	Miércoles Mar. 18	Actividad de escritura: Prepara el outline para escribir en la clase Plan de redacción P116 (5) Escribir.	Composición 3 Primer borrador
	Jueves Mar. 19	<i>Literatura:</i> pre-reading, P 113 Lee sobre el autor. Completa las actividades en el Supersite. Lee P115 La desesperación de las letras	Actividades de análisis P116 Correcciones de la composición 3

10	Lunes Mar. 23	Estudia para el examen 3. Completa el Manual de actividades. Para entregar (To turn in)	Examen 3
	Martes Mar. 24	Lección 4: En familia. Estudia el vocabulario P120. Completa las actividades en el Supersite Manual de gramática repaso <i>4.4. To become: hacerse, ponerse, volverse and llegar a ser</i> <i>Completa las actividades en el Supersite</i>	Actividades de práctica. →
	Miércoles Mar. 25	El subjuntivo en cláusulas adjetivales Lee P134- 135 Review the tutorial en el Supersite Completa las actividades	<i>Estructuras 4.1, The subjunctive in adjective clauses, P 136–137</i>
	Jueves Mar. 26	Los verbos reflexivos Lee P138 – 139 Review the tutorial en el Supersite Completa las actividades	<i>Estructuras 4.2, Reflexive verbs, P 140–141</i>

11	Lunes Mar. 30	<p>Por vs. Para Lee P142 – 143 Review the tutorial en el Supersite Completa las actividades</p> <p><i>Flash Cultura</i>, P133 Completa las actividades en el Supersite</p>	<i>Estructuras 4.3, Por and para</i> P144 – 1
	Martes Mar. 31	<p><i>Cortometraje: El rincón de Venezuela.</i> Previewing, P 122–123 Lee y estudia el vocabulario y las expresiones P122 Completa las actividades en el Supersite. Watch the video.</p>	Video en clase. Actividades de análisis P127
	Miércoles April 1	<p>Imagina: Actividad de lectura. Actividad para entregar (To turn in) Lee las páginas P128-131 P132 Completa las actividades Cierto o Falso. Preguntas, Miniprueba y la investigación.</p>	Continuar con las actividades del video P127
	Jueves Abr. 2	Midterm Recess No classes	

12	Lunes Abr. 6	<p><i>Síntesis</i>, P146</p> <p><i>Cultura</i>: pre-reading, P 147 Lee La herencia de los mayas P147 – 150</p> <p>Completa las actividades en el Supersite</p>	Actividades de análisis y discusión
	Martes Abr. 7	<p>Actividad de escritura: Prepara el outline para escribir en la clase Plan de redacción: Una historia familiar. Cuenta la historia de un miembro de tu familia del pasado.</p>	Composición 4 Primer borrador
	Miércoles Abr. 8	<p><i>Literatura</i>: pre-reading, P 151 Lee sobre el autor. Completa las actividades en el Supersite. Lee P153 El eclipse</p>	Actividades de análisis P116 Correcciones de la composición 4

	Jueves Abr. 9	Estudia para el examen 4. Completa el Manual de actividades. Para entregar (To turn in)	Examen 4
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13	Lunes Abr. 13	Lección 5: Las riquezas naturales. Estudia el vocabulario P158. Completa las actividades en el Supersite Manual de gramática repaso <i>5.4 Qué vs. Cuál</i>	Actividades de práctica P159.
		<i>Completa las actividades en el Supersite</i>	
	Martes Abr. 14	El futuro Lee P172 – 173 Review the tutorial en el Supersite Completa las actividades. Manual de gramática repaso <i>5.5 The neuter lo</i> <i>Completa las actividades en el Supersite</i>	<i>Estructuras 5.1, The future, P 172– 175</i> Actividades de práctica
	Miércoles Abr. 15	El conditional Lee P176 – 177 Review the tutorial en el Supersite Completa las actividades <i>Flash cultura P171</i> Completa las actividades en el Supersite	<i>Estructuras 5.2, The conditional, P 176–179. Actividades de práctica</i>
	Jueves Abr. 16	Los pronombres relativos Lee P180 - 181 Review the tutorial en el Supersite Completa las actividades	<i>Estructuras 5.3, Relative pronouns, P 180–183. Actividades de práctica</i>

14	Lunes Abr. 20	<i>Cortometraje: Raíz.</i> Pre-viewing, P160 - 161 Lee y estudia el vocabulario y las expresiones P160 Completa las actividades en el Supersite. Watch the video.	Video en clase. Actividades de análisis P164 – 165
	Martes Abr. 21	Imagina: Actividad de lectura. Actividad para entregar (To turn in) Lee las páginas P166 – 169 P170 Completa las actividades Cierto o Falso. Preguntas, Miniprueba y la investigación.	Continuar con las actividades del video P164 – 165
	Miércoles Abr. 22	<i>Síntesis</i> , P184 <i>Cultura:</i> pre-reading, P185 Lee La selva amazónica P186-187 Completa las actividades en el Supersite	Actividades de análisis y discusión
	Jueves Abr. 23	Actividad de escritura: Prepara el outline para escribir en la clase	<u>Composición 5</u> Primer borrador
		Plan de redacción: 2 párrafos: Párrafo 1: usa el futuro. En el año 2030. Párrafo 2: Usa el condicional. El viaje de mis sueños.	

15	Lunes Abr. 27	Estudia para el examen 5 Completa el Manual de actividades. Para entregar (To turn in)	<u>Examen 5</u>
	Martes Abr. 28	<i>Literatura:</i> pre-reading, P 189 Lee sobre el autor. Completa las actividades en el Supersite. Lee P191 La luna	Actividades de análisis P192 Correcciones de la composición 5
	Miércoles Abr. 29	<u>Examen oral 2.</u>	
	Jueves Abr. 30		

FINAL EXAM: Thursday, May 7th at 2:00 – 3:40 PM

Ferris State University
Spring 2015
Span 202- sections 001 / 002
Prof. Ana I. Davila office: ASC 3062

Phone: 591-5854 e-mail:

davilaa@ferris.edu

Office Hours:

TEXT:

Blanco, José A. and C. Cecilia Tocaimaza-Hatch, with contributing writer Próspero N. García, *IMAGINA: español sin barreras, Third Edition*, Vista Higher Learning, 2015.

Additional Resources: **IMAGINA Supersite** at vhlcentral.com, and Student Activities Manual.

Course Outcomes:

Listening- Students will be able to recall the content in conversations of distinctive discourses in the target language such as dialogues, short readings, presentations, and media.

Reading- Students will be able to comprehend short narrations, poetry selections and cultural texts, and comment on their content in writing or discussions.

Speaking- Students will be able to participate in a variety of social topics through conversations and dialogues. In addition, they incorporate narration and description in their discourse in all major time frames.

Writing- Students will be able to write compositions with several paragraphs relating to common content topics and displaying an accurate use of grammar and vocabulary.

Culture of the Hispanic World- Students will be able to recognize and describe current events, important cultural mediums (i.e. art, literature, architecture, and cultural practices in the Spanish-speaking countries).

Global Consciousness Outcomes- Student will be able to:

- identify various regions, features or countries other than North America;
- describe distinctive geographic, economic, cultural, linguistic, or historical features of a region, culture, or society other than North America;
- articulate geographic, economic, cultural, linguistic and/or historical relationships among diverse nations and peoples;

- comment accurately about current events in at least one country or region other than North America;
- describe a method for developing an understanding of geographic, economic, cultural, linguistic, and/or historical contexts of a country or region anywhere in the world; and
- show a positive perspective and understanding of the importance of global consciousness.

Cultural Enrichment Outcomes-> Student will be able to:

- have an increased ability to interpret cultural works as a part of a culture.
- be able to justify those interpretations with an understanding of the interpretive process.
- be able to look at works or historical events from different perspectives.
- be better able to make and justify valuing (aesthetic and ethical) distinctions.
- exhibit improved distinctions in perception, craft, and/or life choices.
- have increased knowledge of the techniques or methodology of a discipline in the humanities.
- have increased knowledge about some aspects of cultures.
- better understand themselves as part of cultures with rich historical perspectives.
- be able to gain increased self-understanding through works of culture.
- have an increased inclination to engage in the humanities (whether reading a work of literature, attending a play, reading a biography, or listening to quality music) as a way of better understanding themselves and their world or enhancing the quality of their lives.

GRADING POLICY & METHODS OF EVALUATION

Exams	30%
Quizzes	15%
Class Participation/Daily Homework	10%
Attendance	10%
Compositions	15%
Workbook	10%
Final Exam	10%

*Note: Students that have 90% or better in each of the previous areas under “grading policy” will be exempt from the final exam. They must have 90% in Attendance as well (that is, no more than three unexcused absences).

- **Grading Scale**
- Outstanding work receives an A; outstanding work far exceeds what is expected (superior).
A = 93, A- = 90
Excellent work receives a B; excellent work exceeds what is expected (above average).

B+ = 87, B = 83, B- = 80

Good work receives a C; good work basically meets expectations (average).

C+ = 77, C = 73, C- = 70

Acceptable work receives a D; acceptable work is not particularly good, but is not failing (below average).

D+ = 67, D = 63, D- = 60

Unacceptable work receives an F; unacceptable work demonstrates poor effort and/or understanding (failing).

- F = 59 and below

COURSE POLICIES:

[Academic Dishonesty:]

[Accommodations:]

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their instructor in writing at the beginning of the semester, and should discuss with their instructor, in advance, acceptable ways of making up any work missed because of the absence.

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements—prior to the absence—for making up missed work.

Span 202 –CALENDARIO día a día

(NOTE: The instructor reserves the right to alter this daily calendar to best fit the different student’s learning styles, and/or unexpected situations that might prevent the teacher to follow it as planned.)

Semana/ Día	Objetivos	Libro	Tarea para la próxima clase
Semana 1 Enero 12	<ul style="list-style-type: none"> Read about liberty and human rights. Learn and practice terms related to beliefs, ideologies, rights, politics, laws, and more 	<ul style="list-style-type: none"> Introduction to the course Lección 6: Introduction, pp. 194–195 <i>Para empezar</i>, pp. 196–197 <i>Cortometraje:</i> pre-viewing, pp. 198–199 	<ul style="list-style-type: none"> SAM*: <i>Lección 6: Para empezar</i> Supersite: <i>Lección 6: Para empezar; Cortometraje:</i> watch <i>Hiyab</i>
Enero 13	<ul style="list-style-type: none"> Read about restrictions regarding wearing religious articles at schools. Watch and discuss a short film about a student who wears a headscarf to school. 	<ul style="list-style-type: none"> <i>Cortometraje: Hiyab</i>, pp. 198–203 	<ul style="list-style-type: none"> SAM WB: <i>Lección 6: Imagina</i> Supersite: <i>Lección 6: Cortometraje and Imagina: Galería de creadores and ¿Qué aprendiste?</i> sections
Enero 14	<ul style="list-style-type: none"> Read about Chile and its geography. Discover artists from Chile. 	<ul style="list-style-type: none"> <i>Imagina</i>, pp. 204–208 	<ul style="list-style-type: none"> Start preparing <i>Proyecto</i>, p. 208 to be presented on day 5. SAM: <i>Lección 6: Estructuras 6.1</i> Supersite: <i>Lección 6: Imagina: Flash Cultura; Estructuras 6.1</i>
Enero 15	<ul style="list-style-type: none"> Watch and discuss a video report about the status of Puerto Rico. Communicate using complex sentences with conjunctions. 	<ul style="list-style-type: none"> <i>Flash Cultura</i>, p. 209 <i>Estructuras 6.1</i>, The subjunctive in adverbial clauses, pp. 210–213 	<ul style="list-style-type: none"> Complete <i>Proyecto</i>, p. 208 to be presented on day 5. SAM: <i>Lección 6: Estructuras 6.2</i> Supersite: <i>Lección 6: Estructuras 6.2</i> <i>Manual de gramática 6.4</i>, pp. 396–397
Semana 2 Enero 19	Martin Luther King Day! No class	• _____	• _____
Enero 20	<ul style="list-style-type: none"> Communicate using the past subjunctive. Give an oral presentation featuring 	<ul style="list-style-type: none"> <i>Estructuras 6.2</i>, The past subjunctive, pp. 214–217 Present <i>Proyecto</i>, p. 208 	<ul style="list-style-type: none"> SAM: <i>Lección 6: Estructuras 6.3</i> Supersite: <i>Lección 6: Estructuras 6.3</i>

	an itinerary for a trip to Chile.		<ul style="list-style-type: none"> • <i>Manual de gramática 6.5</i>, pp. 398–399
Enero 21	<ul style="list-style-type: none"> • Make comparisons of equality and inequality. • Use superlative constructions in writing and speaking. 	<ul style="list-style-type: none"> • <i>Estructuras 6.3</i>, Comparatives and superlatives, pp. 218–221 • <i>Síntesis</i>, p. 222 • <i>Cultura</i>: pre-reading, p. 223 	<ul style="list-style-type: none"> • Read <i>Chile: dictadura y democracia</i>, p. 225 • SAM WB/Supersite: <i>Lección 6: Composición</i> • Supersite: <i>Lección 6: Cultura</i>
Enero 22	<ul style="list-style-type: none"> • Read about the Chilean government. 	<ul style="list-style-type: none"> • <i>Cultura: Chile: dictadura y democracia</i>, pp. 223–226 • <i>Literatura</i>: pre-reading, pp. 227 • Go over ideas for <i>Escribir</i>, p. 230 	<ul style="list-style-type: none"> • Read “La mejor tinta”, p. 229 • Write rough draft for <i>Escribir</i>, p. 230 • SAM LM: <i>Lección 6: Literatura</i> • Supersite: <i>Lección 6: Literatura; En Pantalla</i>
Semana 3 Enero 26	<ul style="list-style-type: none"> • Read and understand a poem. • Review the lesson. • Write an article for a website. 	<ul style="list-style-type: none"> • <i>Literatura</i>: “La mejor tinta” by Armando Valladares, pp. 227–230 • Review <i>Lección 6</i> • Peer edit <i>Escribir</i>, p. 230 • Supersite: <i>Lección 6 En Pantalla</i> 	<ul style="list-style-type: none"> • Write final draft for <i>Escribir</i>, p. 230 • SAM: <i>Lección 7: Para empezar</i> • Supersite: <i>Lección 6: Repaso; Práctica oral</i> • <i>Lección 7: Para empezar</i>
Enero 27	<ul style="list-style-type: none"> • Lección 6 Quiz • Read about career planning. • Talk about work and the economy. 	<ul style="list-style-type: none"> • Lección 6: Quiz • Turn in final draft of <i>Escribir</i>, p. 230 • Lección 7: Introduction, pp. 232–233 • <i>Para empezar</i>, pp. 234–235 • <i>Cortometraje</i>: pre-viewing, pp. 236–237 	<ul style="list-style-type: none"> • Supersite: <i>Lección 7: Cortometraje: Watch Recursos humanos</i>
Enero 28	<ul style="list-style-type: none"> • Read about newspapers in Spain. • Watch and discuss a short film about a job interview. 	<ul style="list-style-type: none"> • <i>Cortometraje: Recursos Humanos</i>, pp. 236–241 	<ul style="list-style-type: none"> • SAM WB: <i>Lección 7: Imagina</i> • Supersite: <i>Lección 7: Imagina: Galería de creadores and ¿Qué aprendiste?</i> sections

Enero 29	<ul style="list-style-type: none"> • Read about Bolivia and Paraguay. • Learn about artists from Bolivia and Paraguay. 	<ul style="list-style-type: none"> • <i>Imagina</i>, pp. 242–246 	<ul style="list-style-type: none"> • Start preparing <i>Proyecto</i>, p. 246 to be presented on day 4. • SAM: <i>Lección 7: Estructuras 7.1</i> • Supersite: <i>Lección 7: Imagina: Flash Cultura; Estructuras 7.1</i>
Semana 4 Febrero 2	<ul style="list-style-type: none"> • Watch and discuss a video report about working in Quito, Ecuador. • Express what has happened. 	<ul style="list-style-type: none"> • <i>Flash Cultura</i>, p. 247 • <i>Estructuras 7.1</i>, The present perfect, pp. 248–251 	<ul style="list-style-type: none"> • Complete <i>Proyecto</i>, p. 246 to be presented on day 4. • SAM: <i>Lección 7: Estructuras 7.2</i> • Supersite: <i>Lección 7: Estructuras 7.2</i> • <i>Manual de gramática 7.4</i>, pp. 400–401
Febrero 3	<ul style="list-style-type: none"> • Refer to recently completed actions or past actions that bear relevance in the present. • Give an oral presentation about an imaginary action / adventure film in Bolivia or Paraguay. 	<ul style="list-style-type: none"> • <i>Estructuras 7.2</i>, The present perfect subjunctive, pp. 252–253 • Present <i>Proyecto</i>, p. 246 	<ul style="list-style-type: none"> • SAM: <i>Lección 7: Estructuras 7.3</i> • Supersite: <i>Lección 7: Estructuras 7.3</i> • <i>Manual de gramática 7.5</i>, pp. 402–403
Febrero 4	<ul style="list-style-type: none"> • Communicate using the passive voice and impersonal constructions. • Express unexpected events. 	<ul style="list-style-type: none"> • <i>Estructuras 7.3</i>, Uses of se, pp. 254–257 • <i>Síntesis</i>, p. 258 • <i>Cultura</i>: pre-reading, p. 259 	<ul style="list-style-type: none"> • Read <i>Recursos naturales: una salida al mundo</i>, p. 261 • SAM WB/Supersite: <i>Lección 7: Composición</i> • Supersite: <i>Lección 7: Cultura</i>
Febrero 5	<ul style="list-style-type: none"> • Read about the natural resources of Bolivia and Paraguay. 	<ul style="list-style-type: none"> • <i>Cultura: Recursos naturales: una salida al mundo</i>, pp. 259–262 • <i>Literatura</i>: pre-reading, pp. 263 • Go over ideas for <i>Escribir</i>, p. 266 	<ul style="list-style-type: none"> • Read <i>La mirada</i>, pp. 264–265 • Write rough draft for <i>Escribir</i>, p. 266 • SAM LM: <i>Lección 7: Literatura</i> • Supersite: <i>Lección 7: Literatura; En Pantalla</i>
Semana 5 Febrero 9	<ul style="list-style-type: none"> • Read and understand a short story. • Review the lesson. • Write a newspaper article. 	<ul style="list-style-type: none"> • <i>Literatura: La mirada</i> by Juan Madrid, pp. 263–266 • Review <i>Lección 7</i> • Peer edit <i>Escribir</i>, p. 266 • Supersite: <i>Lección 7 En Pantalla</i> 	<ul style="list-style-type: none"> • Write final draft for <i>Escribir</i>, p. 266 • SAM: <i>Lección 8: Para empezar</i> • Supersite: <i>Lección 7: Repaso; Práctica oral</i> <i>Lección 8: Para empezar</i>

Febrero 10	<ul style="list-style-type: none"> • Lección 7 Quiz • Read about scientific and technological advances. • Learn terms related to science and technology. 	<ul style="list-style-type: none"> • Lección 7: Quiz • Turn in final draft of <i>Escribir</i>, p. 266 • Lección 8: Introduction, pp. 268–269 • <i>Para empezar</i>, pp. 270–271 • <i>Cortometraje:</i> pre-viewing, pp. 272–273 	<ul style="list-style-type: none"> • Supersite: <i>Lección 8: Cortometraje:</i> Watch <i>El clon</i>
Febrero 11	<ul style="list-style-type: none"> • Read about Science Fiction as a genre in Hispanic cinema. • View and discuss a short film about cloning. 	<ul style="list-style-type: none"> • <i>Cortometraje: El clon</i>, pp. 272–277 	<ul style="list-style-type: none"> • SAM WB: <i>Lección 8: Imagina</i> • Supersite: <i>Lección 8: Imagina: Galería de creadores</i> and <i>¿Qué aprendiste?</i> sections
Febrero 12	<ul style="list-style-type: none"> • Read about Peru and the history of Lima. • Discover Peruvian artists. 	<ul style="list-style-type: none"> • <i>Imagina</i>, pp. 278–282 	<ul style="list-style-type: none"> • Start preparing <i>Proyecto</i>, p. 282 to be presented on day 4. • SAM: <i>Lección 8: Estructuras 8.1</i> • Supersite: <i>Lección 8: Imagina: Flash Cultura; Estructuras 8.1</i>
Semana 6 Febrero 16	<ul style="list-style-type: none"> • Watch and discuss a video report about inventions from Argentina. • Express what someone had done or what had occurred before another action or condition in the past. 	<ul style="list-style-type: none"> • <i>Flash Cultura</i>, p. 283 • <i>Estructuras 8.1</i>, The past perfect, pp. 284–285 	<ul style="list-style-type: none"> • Complete <i>Proyecto</i>, p. 282 to be presented on day 4. • SAM: <i>Lección 8: Estructuras 8.2</i> • Supersite: <i>Lección 8: Estructuras 8.2</i> • <i>Manual de gramática 8.4</i>, pp. 404–405
Febrero 17	<ul style="list-style-type: none"> • Use the subjunctive when referring to actions or conditions that had taken place before another past occurrence. • Give an oral presentation about the <i>líneas de Nazca</i> from the perspective of an anthropologist. 	<ul style="list-style-type: none"> • <i>Estructuras 8.2</i>, The past perfect subjunctive, pp. 286–287 • Present <i>Proyecto</i>, p. 282 	<ul style="list-style-type: none"> • SAM: <i>Lección 8: Estructuras 8.3</i> • Supersite: <i>Lección 8: Estructuras 8.3</i> • <i>Manual de gramática 8.5</i>, pp. 406–407

Febrero 18	<ul style="list-style-type: none"> Communicate using the infinitive. 	<ul style="list-style-type: none"> <i>Estructuras 8.3</i>, Uses of the infinitive, pp. 288–291 <i>Síntesis</i>, p. 292 <i>Cultura</i>: pre-reading, p. 293 	<ul style="list-style-type: none"> Read <i>La ciudad redescubierta</i>, p. 295 SAM WB/Supersite: <i>Lección 8: Composición</i> Supersite: <i>Lección 8: Cultura</i>
Febrero 19	<ul style="list-style-type: none"> Read about the lost city of Machu Picchu. 	<ul style="list-style-type: none"> <i>Cultura: La ciudad redescubierta</i>, pp. 293–296 <i>Literatura</i>: pre-reading, pp. 297 Go over ideas for <i>Escribir</i>, p. 300 	<ul style="list-style-type: none"> Read <i>La intrusa</i>, p. 299 Write rough draft for <i>Escribir</i>, p. 300 SAM LM: <i>Lección 8: Literatura</i> Supersite: <i>Lección 8: Literatura; En Pantalla</i>
Semana 7 Febrero 23	<ul style="list-style-type: none"> Read and understand a short story. Review the lesson. Write a brochure for an ad campaign. 	<ul style="list-style-type: none"> <i>Literatura: La intrusa</i> by Pedro Orgambide, pp. 297–300 Review <i>Lección 8</i> Peer edit <i>Escribir</i>, p. 300 	<ul style="list-style-type: none"> Write final draft for <i>Escribir</i>, p. 300 SAM: <i>Lección 9: Para empezar</i> Supersite: <i>Lección 8: Repaso; Práctica oral</i> <i>Lección 9: Para empezar</i>
Semana 7 Febrero 24	<ul style="list-style-type: none"> Lección 8 Quiz Read about free time. Talk about diversions, sports, and other free-time activities. 	<ul style="list-style-type: none"> Lección 8: Quiz Turn in final draft of <i>Escribir</i>, p. 300 Lección 9: Introduction, pp. 302–303 <i>Para empezar</i>, pp. 304–305 <i>Cortometraje</i>: pre-viewing, pp. 306–307 	<ul style="list-style-type: none"> Supersite: <i>Lección 9: Cortometraje: Watch</i> <i>Espíritu deportivo</i>
Semana 7 Febrero 25	<ul style="list-style-type: none"> Read about World Cup Soccer. View and discuss a short film about a soccer game between different generations. 	<ul style="list-style-type: none"> <i>Cortometraje: Espíritu deportivo</i>, pp. 306–311 	<ul style="list-style-type: none"> SAM WB: <i>Lección 9: Imagina</i> Supersite: <i>Lección 9: Imagina: Galería de creadores</i> and <i>¿Qué aprendiste?</i> sections
Semana 7 Febrero 26	<ul style="list-style-type: none"> Read about Argentina and Uruguay. Learn about artists from Argentina and Uruguay. 	<ul style="list-style-type: none"> <i>Imagina</i>, pp. 312–316 	<ul style="list-style-type: none"> Start preparing <i>Proyecto</i>, p. 316 to be presented on day 5. SAM: <i>Lección 9: Estructuras 9.1</i> Supersite: <i>Lección 9: Imagina: Flash Cultura; Estructuras 9.1</i>

Semana 8 Marzo 2	<ul style="list-style-type: none"> View and discuss a video report about cultural highlights of Argentina. Convey what will have happened at a certain point in the future. Express suppositions or probability regarding past actions. 	<ul style="list-style-type: none"> <i>Flash Cultura</i>, p. 317 <i>Estructuras 9.1</i>, The future perfect, pp. 318–319 	<ul style="list-style-type: none"> Complete <i>Proyecto</i>, p. 316 to be presented on day 5. SAM: <i>Lección 9: Estructuras 9.2</i> Supersite: <i>Lección 9: Estructuras 9.2</i>
Semana 8 Marzo 3	<ul style="list-style-type: none"> Express what would have occurred but did not. Express probability or conjecture about the past. Give an oral presentation about a summer exchange program in Argentina or Uruguay. 	<ul style="list-style-type: none"> <i>Estructuras 9.2</i>, The conditional perfect, pp. 320–321 Present <i>Proyecto</i>, p. 316 	<ul style="list-style-type: none"> SAM: <i>Lección 9: Estructuras 9.3</i> Supersite: <i>Lección 9: Estructuras 9.3</i> <i>Manual de gramática 9.4</i>, pp. 408–409
Semana 8 Marzo 4	<ul style="list-style-type: none"> Express a condition or event upon which another condition or event depends. Talk about hypothetical situations. 	<ul style="list-style-type: none"> <i>Estructuras 9.3</i>, Si clauses, pp. 322–325 <i>Síntesis</i>, p. 326 <i>Cultura</i>: pre-reading, p. 327 	<ul style="list-style-type: none"> Read <i>Fin de semana en Buenos Aires</i>, p. 329 SAM WB/Supersite: <i>Lección 9: Composición</i> Supersite: <i>Lección 9: Cultura</i>
Semana 8 Marzo 5	<ul style="list-style-type: none"> Read about what to do in Buenos Aires for a weekend. 	<ul style="list-style-type: none"> <i>Cultura: Fin de semana en Buenos Aires</i>, pp. 327–330 <i>Literatura</i>: pre-reading, pp. 331 Go over ideas for <i>Escribir</i>, p. 334 	<ul style="list-style-type: none"> Read <i>El beso de los dragones</i>, p. 333 Write rough draft for <i>Escribir</i>, p. 334 SAM LM: <i>Lección 9: Literatura</i> Supersite: <i>Lección 9: Literatura; En Pantalla</i>
Semana 9 Spring Break No classes			
Semana 10 Marzo 16	<ul style="list-style-type: none"> Read and understand a short story. Review the lesson. Rewrite the story of a film or novel. 	<ul style="list-style-type: none"> <i>Literatura: El beso de los dragones</i> by Wilfredo Machado, pp.331–334 Review <i>Lección 9</i> Peer edit <i>Escribir</i>, p. 334 	<ul style="list-style-type: none"> Write final draft for <i>Escribir</i>, p. 334 Supersite: <i>Lección 9: Repaso; Práctica oral</i>

Semana 10 Marzo 17	<ul style="list-style-type: none"> • Lección 9 Quiz • Read about diversity and multiculturalism. 	<ul style="list-style-type: none"> • Lección 9: Quiz • Turn in final draft of <i>Escribir</i>, p. 334 • Supersite: <i>Lección 9 En Pantalla</i> • Lección 10: Introduction, pp. 336–337 	<ul style="list-style-type: none"> • SAM <i>Lección 10: Para empezar</i> • Supersite: <i>Lección 10: Para empezar</i>
Semana 10 Marzo 18	<ul style="list-style-type: none"> • Talk about the future, trends, problems, solutions, and change. 	<ul style="list-style-type: none"> • <i>Para empezar</i>, pp. 338–339 • <i>Cortometraje</i>: pre-viewing, pp. 340–341 	<ul style="list-style-type: none"> • Supersite: <i>Lección 10: Cortometraje</i>: Watch <i>Un pedazo de tierra</i>
Semana 10 Marzo 19	<ul style="list-style-type: none"> • Read about the U.S. – Mexican war. • Watch and discuss a short film about two brothers honoring their great-great-grandfather’s dying wish. 	<ul style="list-style-type: none"> • <i>Cortometraje: Un pedazo de tierra</i>, pp. 340–345 	<ul style="list-style-type: none"> • SAM WB: <i>Lección 10: Imagina</i> • Supersite: <i>Lección 10: Imagina: Galería de creadores</i> and <i>¿Qué aprendiste?</i> sections
Semana 11	•		•
Semana 11	•		
Semana 11	<ul style="list-style-type: none"> • Read about Spain and the civilizations that have shaped it. • Learn about Spanish artists. 	<ul style="list-style-type: none"> • <i>Imagina</i>, pp. 346–350 	<ul style="list-style-type: none"> • Start preparing <i>Proyecto</i>, p. 350 to be presented on day 5. • SAM: <i>Lección 10: Estructuras 10.1</i> • Supersite: <i>Lección 10: Imagina: Flash Cultura; Estructuras 10.1</i>
Semana 11	<ul style="list-style-type: none"> • View and discuss a video report about Machu Picchu. • Speak and write using the passive voice. 	<ul style="list-style-type: none"> • <i>Flash Cultura</i>, p. 351 • <i>Estructuras 10.1</i>, The passive voice, pp. 352–353 	<ul style="list-style-type: none"> • Complete <i>Proyecto</i>, p. 350 to be presented on day 5. • SAM: <i>Lección 10: Estructuras 10.2</i> • Supersite: <i>Lección 10: Estructuras 10.2</i> • <i>Manual de gramática 10.4</i>, pp. 410–411
Semana 12	<ul style="list-style-type: none"> • Speak and write using negative and affirmative expressions. • Give an oral presentation on Spanish architecture 	<ul style="list-style-type: none"> • <i>Estructuras 10.2</i>, Negative and affirmative expressions, pp. 354–357 • Present <i>Proyecto</i>, p. 350 	<ul style="list-style-type: none"> • SAM: <i>Lección 10 Estructuras 10.3</i> • Supersite: <i>Lección 10: Estructuras 10.3</i>

	from the perspective of an architect.		
Semana 12	<ul style="list-style-type: none"> Communicate using the indicative and the subjunctive. 	<ul style="list-style-type: none"> <i>Estructuras 10.3</i>, Summary of the indicative and the subjunctive, pp. 358–363 <i>Síntesis</i>, p. 364 <i>Cultura</i>: pre-reading, p. 365 	<ul style="list-style-type: none"> Read <i>España: Nueva ola de inmigrantes</i>, pp. 366–367 SAM WB/Supersite: <i>Lección 10: Composición</i> Supersite: <i>Lección 10: Cultura</i>
Semana 12	<ul style="list-style-type: none"> Read about immigration in Spain. 	<ul style="list-style-type: none"> <i>Cultura: España: Nueva ola de inmigrantes</i>, pp. 365–368 <i>Literatura</i>: pre-reading, p. 369 Go over ideas for <i>Escribir</i>, p. 372 	<ul style="list-style-type: none"> Read <i>Algo muy grave va a suceder en este pueblo</i>, pp. 370–371 Write rough draft for <i>Escribir</i>, p. 372 SAM LM: <i>Lección 10: Literatura</i> Supersite: <i>Lección 10: Literatura; En Pantalla</i>
Semana 12	<ul style="list-style-type: none"> Read and understand a short story. Review the lesson. Write a press release. 	<ul style="list-style-type: none"> <i>Literatura: Algo muy grave va a suceder en este pueblo</i> by Gabriel García Márquez, pp. 369–372 Peer edit <i>Escribir</i>, p. 372 Review <i>Lección 10</i> 	<ul style="list-style-type: none"> Write final draft for <i>Escribir</i>, p. 372 Supersite: <i>Lección 10: Repaso; Práctica oral</i>
	<ul style="list-style-type: none"> Lección 10 Quiz Review Lessons 6–10 for the final exam. 	<ul style="list-style-type: none"> Lección 10: Quiz Turn in final draft of <i>Escribir</i>, p. 372 Review <i>Lecciones 6–10</i> for final exam 	<ul style="list-style-type: none"> Supersite: Review activities

EXAMEN FINAL

*SAM indicates the students should complete any assigned activities from the Student Activities Manual Workbook and Lab Manual. If activities are specific to one section of the SAM, it will be indicated by WB or LM.

Span 302-01: Advanced Spanish 2
Spring 2015
MTWR: 9:00-9:50 pm.
Classroom: Starr 222

Dr. Rodríguez-Morán
Office: ASC 3036
Office hours: MTW @ 10:00 am.
E-mail: rodrigg3@ferris.edu

Prerequisite: The successful completion of Spanish 301.

Ojo: The best way to contact me is by e-mail. I check my email between 8:00 am to 5:00 pm from Monday to Friday.

Course Description: Span 302 will continue with the development of students' language skills in the areas of reading, writing, listening, and speaking at the advanced level. This course will take in consideration a variety of reading selections oriented to discussion and compositional analysis in Spanish. Also, the course will contain series of "language workshops" that will cover vocabulary, grammar, spelling, and punctuation to master written Spanish. Finally, the course will include "writing workshops", and step by step writing techniques, editing and peer review to achieve successful writers, with clear and concise presentations of ideas.

Important: The class will be conducted in Spanish. Both the instructor and students will use Spanish in the entire class time. This will give students the input to increase the conversational skill. During the discussions of the readings, students are required to elaborate and participate as much as they can. Conversational assignments are about maximizing participation not about rushing up to completion of activities and switch to English. If some students complete the conversational assignments before the rest of the class, they are encouraged to continue talking about any topic in Spanish.

Required Texts:

Bleichmar, Guillermo. **Taller de escritores: Grammar and Composition for Advanced Spanish.** Vista Higher Learning, Boston, 2012.

Revista: Cnversación sin barreras (Materials provider by the Instructor)

Readings online from the following authors:

Juan Rulfo, Isabel Allende, Sergio Galindo, Elena Poniatowska, Ángeles Mastretta, Elizabeth Subercaseaux, Gabriel García Márquez, Carlos Fuentes, Nellie Campobello, Julio Cortázar, Sandra Cisneros, Rosario Castellanos, Zoé Valdés, Julio Cortázar.

General Cultural Enrichment and Global Consciousness Outcomes:

- Have an increased ability to interpret cultural Hispanic works as part of the culture: music, painting, literature.
- Be able to look at works or historical events from different perspectives.
- Have an increased knowledge about some aspects of Hispanic culture: poetry, painting, literature
- Identify various regions, features or countries in the Spanish-speaking world: Spain, Latin America, Caribbean Countries.
- Comment accurately about current events in various countries or regions in the Hispanic World.
- Articulate/describe distinctive geographic, economic, cultural, linguistic, and/or historical relationships among diverse countries and peoples.

Course outcomes:

Listening- Students will be able to understand short conventional narrative and descriptive texts with a clear underlying structure.

Reading- Students will be able to comprehend and explain authentic texts such as news reports, literature, and printed and electronic media from, and about, the Spanish-speaking world.

Speaking- Students will be able to converse, narrate, and describe with ease and confidence in all major time frames in paragraph-length discourse on a variety of topics in formal and informal situations.

Writing- Students will be able to write compositions with several paragraphs relating to common content topics. In addition, they also will be able to narrate and describe with some mastery in exposition and argumentation in the major time frames.

Culture of the Hispanic World- Students will be able to describe and analyze historical and current events (i.e. political, social, artistic, and religious) important cultural mediums and cultural practices in the Spanish-speaking world.

Grading Policy:		
Exams	2	30 %
Compositions:	3	20 %
Class Participation & Attendance		15 %
Homework		15 %
Oral Presentation		5 %
Final Exam		15 %

Total: 100 %

Grade Scale:	
93 – 100 A	73 – 76 C
90 – 92 A-	70 – 72 C-
87 – 89 B+	67 – 69 D+
83 – 86 B	63 – 66 D
80 – 82 B-	<u>60 – 62 D-</u>
77 – 79 C+	59 – 0 F

Exams: There will be two exams in this class. Each exam will consist of four sections: 1) open questions, 2) a reading comprehension part, 3) grammar exercises, and 4) vocabulary and idiomatic expressions, or translation. There will be no make up for exams, unless the student has an excused absence (see Attendance section above).

Compositions: There will be three compositions throughout the semester. Each individual composition is to be written at least two times. The first version is worth 50 % as well as the second version; the final version will be calculated based on the average of both first and second versions. The instructor is going to collect the first versions as scheduled in the syllabus in order to make suggestions on organization, style and grammatical accuracy so the students can improve the grade in the second version. All papers need to be typed and printed (Times New Roman 12 ONLY) and double spaced with 1" margins. Also, they need to be at least 500 words of length. **NO LATE PAPERS WILL BE ACCEPTED.**

Participation and Attendance: Active participation in all class activities is crucial for student's progress, as is his or her attendance in the course. Participation means that students participate in the required assignments: classroom exercises: oral and written, discussions, etc. Your instructor will assess your participation both at midterm, and at the end of the semester. Keep in mind that arriving late will lower your participation score: (1 absence: -4 %, 6 absences: -24 %). Students with more than 6 unexcused absences will fail the course. Absences will be excused upon the presentation of written documentation (doctor's note, religious observances, funeral attendance, for example). If you have an emergency that prevents you from attending class, you must e-mail me immediately at rodrigg3@ferris.edu. I check my e-mail between 8:00 am and 5:00 pm from Monday to Friday.

Homework: Select exercises will be assigned at the beginning of the chapter. Students need to complete them and hand them in at the end of the chapter. Please staple the exercises all together and write your name on each of the pages. Also, students will select one of the required texts to read (novel and short stories) and hand in 3 written reports. The requirements and guidelines for the reports will be provided at the beginning of the semester.

Oral Presentation: The last week of instruction, you will spend approximately 15-20 minutes demonstrating your communication skills in an Oral presentation. You will be evaluated on your ability to communicate using the skills you have developed during the semester. Notice that we have scheduled 3 days in order to prepare this presentation; however, all students are required to make an appointment with the instructor in order to discuss the topic of their presentation.

Final Exam: The final exam will be comprehensive and will contain materials of all of the chapters covered during the course.

Honesty Policy: It is understood that all work handed in for evaluation must be entirely the student's work. Cheating or plagiarism will result in an automatic **F** on that particular assignment.

Make-up Policy: Students missing any quiz, exam or homework assignment will be administrated a zero for that particular assignment. No make-ups will be given, unless the student presents written documentation (doctor's note, religious observances, funeral attendance, etc).

Instructor's Note:

Let me know if you need help, I am available during my office hours. If my office hours don't fit your schedule, you can make an appointment. Those who wish to be successful in the course should:

- Arrive always on time
- Turn in all assignments on time
- Participate in all the activities in the classroom
- Respect your classmates and professor
- No text-messaging is allowed during class time. Please be kind to your classmates and turn-off your cell phone. **OJO:** Students who text during class time will be given an absence for the day.

Weekly Schedule: The instructor reserves the right to modify the following class schedule depending on the needs of the course.

Week 1: January 12 - 15 Preparar en casa

M -12	Introducción
T -13	Lección 4: La exposición

	Leer: Antonio Jiménez Barca <La generación de los mil euros> p104 - 108
W- 14	Continuación de lectura
R -15	Hacer: Después de leer: Comprensión 1 y Análisis 2 p109

Week 2: January 19 -22

M -19	MLK
T -20	Hacer: Discusión 3, El artículo 5, Composición 6 p110
W -21	Léxico: Leer 4.1; Hacer: Práctica 1,2,3 p111- 112; Léxico Leer 4.2; Hacer: Práctica 1,2,3 p113-115
R -22	Estructuras: Leer: 4.3 p116-119; Hacer: Práctica 1,2,3,4,5 p120 –121

Week 3: January 26 - 29

M -26	Estructuras: Leer 4.4 p122-124;Hacer: Práctica 1,2,3,4 p124-125
T -27	Leer: Ortografía y puntuación 4.5 p126-128; Hacer: Práctica 1,2,3 p126-128; Hacer: Práctica 1,2,3 p129
W -28	Taller de Escritura: Leer: <i>El Ensayo de opinión</i> P137-138; Tema de composición 1,2,3 p139
R -29	Preparar composición 1

Week 4: February 2 - 5

M -2	Tarea 1(+ Reporte de lectura 1) Examen I
T – 3	Composición 1 Revisión de composición individual
W- 4	Revisión de composición individual
R – 5	Lección 5: <i>La argumentación</i> Leer: Antonio Di Benedetto <Mariposas de Koch> p142 – 143; Hacer: Comprensión1; Análisis 2; La conclusión 3; Teorías de conspiración 4 p144

Week 5: February 9 - 12

M -9	Composición 1 – versión final Léxico: Leer 5.1 p145-146; Hacer: Práctica1,2,3 p146
T -10	Léxico: Leer 5.2 p147-148; Hacer: Práctica 1,2,3 p148
W -11	Léxico 5.3 p149 – 150; Hacer: Práctica 1,2,3,4 p151
R -12	Estructuras 5.4 p152 - 153 Hacer: Práctica 1,2,3 p154

Week 6: February 16 - 19

M - 16	Estructuras 5.5 p155 – 156; Hacer: Práctica 1,2,3,4 p157
T - 17	Leer: Ortografía y puntuación 5.6 p158 - 159; Hacer: Práctica 1,2,3 p159
W -18	Taller de Escritura: Leer <i>El ensayo argumentativo</i> p160 – 161; Tema de composición p162
R - 19	Preparar composición 2

Week 7: February 23 - 26

M -23	Tarea 2 (+ Reporte de lectura 2) Examen II
T -24	Composición 2 primer borrador Revisión de composición individual
W -25	Revisión de composición individual
R -26	Lección 6: <i>El ensayo académico</i> _Leer: Mario Vargas Llosa < <i>Crítica Literaria sobre la novela Santa Evita</i> > p172 - 176

Week 8: March 2 - 5

M -2	Composición 2 – versión final Continuación de lectura
T - 3	Hacer: Comprensión 1 y Composición 4 p177
W- 4	Léxico 6.1: Leer p178 – 179; Hacer: Práctica 1,2,3,4 p180
R - 5	Léxico 6.2: Leer p181 – 183; Hacer: Práctica 1,2,3 p183

Week 9: March 9 – 12 (Spring Break)**Week 10: March 16 - 19**

M -16	Léxico 6.3: Leer p184 – 185; Hacer: Práctica 1,2 p185
T - 17	Estructuras 6.4: Leer p186 – 188;Hacer: Práctica 1,2,3 p189
W -18	Estructuras 6.5: Leer p190 – 192; Hacer: Práctica 1,2,3,4 p192 – 193
R -19	Leer: Ortografía y puntuación 6.6 p194 - 195; Hacer: Práctica 1,2 p195

Week 11: March 23 - 26

M -23	Ver película: El laberinto del Fauno
T -24	Ver película: El laberinto del Fauno
W -25	Discusión de película
R -26	Taller de Escritura: Leer: <i>La Crítica cinematográfica</i> p196; Tema de composición p198

Week 12: March 30 – April 2

M -30	Tarea 3 (+ Reporte de lectura 3)
T - 31	Preparar composición 3
W- 1	Composición 3 primer borrador Revisión de composición individual
R -2	Mid-Semester Recess

Week 13: April 6 - 9

M -6	Revisión de composición individual Composición 3 versión final
T -7	Revista: conversación sin barreras: La influencia de los medios; Cortometraje: Preparación: Aprender vocabulario y Expresiones p66; Hacer: 1,3 p66 – 67
W-8	<i>Ver: Cortometraje: Nada que perder;</i> Hacer: Análisis 1,2 p70
R -9	Leer: Estructuras 3.1 p72 - 73; Hacer: Práctica 1,2 p73

Week 14: April 13 - 16

M -13	Leer: Estructuras 3.2 p74 - 75; Hacer: Práctica 1,2 p75
T -14	Entrevista: Preparación: Aprender vocabulario; Hacer: 1 p76; Leer: <Tengo un carácter fuerte y me gusta que me desafíen> p77 – 78; Hacer: Análisis: Comprensión 1 p79
W -15	Leer: Preparación: sobre el autor: Iñigo Javaloyes: Aprender: Vocabulario; Hacer: 1 p81
R -16	Leer: Opinión: <Cara y cruz de las tecnologías de la información> p83; Hacer: Análisis: Comprensión 1p84

Week 15: April 20 - 23

M -20	Leer: Cuento: Preparación: Sobre la autora: Elena Poniatowska; Aprender: Vocabulario; Hacer: 1 p86; Leer: <Cine Prado> p87 – 89; Hacer: Análisis 1p90
T -21	Preparación de presentación
W -22	Preparación de presentación
R -23	Preparación de presentación

Week 16: April 27 – 30

M - 27	Presentaciones
T - 28	Presentaciones
W - 29	Presentaciones
R - 30	Repaso examen final

Week 17: May 4 - 8 (Final Examination Week)

Final exam: _____

Span 323-01: Survey of Spanish Literature
Spring 2014
MW: 4:00-5:15 pm
Classroom: Starr 222

Office: ASC 3036
Dr. Gustavo Rodríguez-Morán
Office hours: M-W @12:00 (noon)
E-mail: rodrigg3@ferris.edu

Course Description

The purpose of this course is to introduce advance undergraduate students to some of Spain's most representative writings and writers from its beginnings in the Middle Ages to present times. The readings will be complemented with the necessary historical background for better comprehension of the reading selections. The readings will cover diverse literary genres such as: *fiction, theater, poetry, and essay*.

Ojo: The best way to contact me is by email. I check my email between 8:00 am to 5:00 pm from Monday to Friday.

Textbook

Friedman, Edward H., Valdivieso, Teresa L., Virgillo, Carmelo. **Aproximaciones al estudio de la literatura hispánica**; 6th ed. McGraw Hill, 2008

Course Outcomes:

Literary Genres, Authors, and Trends- Students will be able to identify and describe literary genres, authors and trends of Spanish literature.

Compare and Contrast- Students will be able to compare and contrast the style and themes of works by mayor Spanish writers

Discursive Analysis- Students will be able to name, describe, and interpret sample literary works from Spain.

Connections- Students will be able to compare and contrast literary works with their own experience.

Grading Policy

Class Participation and Group Discussions	15%
Attendance	10%
Daily Homework	10%
Quizzes	15%
Exams	30%
PowerPoint presentation	10%
Final exam	<u>10%</u>
Total	100%

Class Participation and Group Discussions and Attendance

It is essential for students at this level to attend class every day and participate in the daily activities since a great portion of the grade is based on class participation and group work.

Attendance

0 – 1 days of absence	100%
2 days of absence	90%
3 days of absence	80%
4 days of absence	70%
5 days of absence	60%
6 days of absence	F for the semester.

Note: this class meets 2 times a week it is important for students not to miss more than 4 days of classes!!! *Daily work* and *class participation* are essential for any language class at this level and for both you need to be present in order to improve your listening, and oral comprehension skills.

Daily Homework

The homework will be assigned at the beginning of the chapter and will be collected at the end of the chapter. Also, students will sign up for a mini-presentation. The requirements for this presentation will be discussed during the first week of class.

Quizzes

There will be pop (unannounced) quizzes every week. The students must be prepared and do the homework daily. The quizzes will be based on the readings, authors, and information given in class prior to the quiz.

Exams

There will be 2 partial exams. The exams usually include from three to four readings. They are very much like the quizzes but a bit longer and will be based on readings, authors, historical background, and information about the literary genre (novel, theater, short story, essay, etc.).

No late exams will be given unless student presents a written acceptable excuse.

Example of a legitimate written excuse: the death of a family member or an emergency surgery or participation in school related activities such as sports tournaments and such. Refer to the daily schedule for exam days.

PowerPoint presentations

At this level students will work on PowerPoint presentations on their own. Presentations will be done during the last week of classes, two presentations per day. Presentations will be edited by appointment in my office. Prior to the presentations the students must set an appointment with me to go over the presentations.

Final Exam

The Final Exam will be comprehensive and will contain materials of all of the chapters covered during the course.

Honesty Policy

It is understood that all work handed in for evaluation must be entirely the student's own work. Cheating or plagiarism will result in an automatic F of the work involved.

Course Policy

Make-ups: Classroom work (daily homework, quizzes, and compositions, written or oral presentations) **CANNOT BE MADE UP UNDER ANY CIRCUMSTANCES!** Talk to your professor if you cannot be present for class ahead of time.

Course Requirements

Students missing any major exam will be administered a zero. If you are unable to attend class you must present a legitimate written excuse to the professor in which case it is up to the professor to accept it and give you the exam.

Week 1: August 25-27 *Narrativa (cuentos/novelas)*

Preparar en casa

M -25	Introducción Empezar con Don Juan Manuel trasfondo histórico(Edad Media) Don Juan Manuel <Lo que le sucedió a un mozo que casó con una muchacha de muy mal carácter> páginas 42 – 46
W -27	Emilia Pardo Bazán <Las media rojas> páginas 50 – 53

Week 2: September 1- 3

M -1	Labor Day (No class)
W -3	Ana María Matute <Pecado de omisión> páginas 79 – 83

Week 3: September 8-10

M -8	Miguel de Unamuno <San Manuel Bueno, mártir> páginas 110 – 122 (línea 480)- Cuestionario 1 - 15 continuar lectura páginas 123 – 134 (líneas 481- 959)
W -10	Hacer todos los ejercicios - Cuestionario 16 - 27

Week 4: September 15-17 Poesía

M -15	Examen 1 (la narrativa/el cuento)
W -17	Poesía - Anónimo El romance y su contexto página 174 <El enamorado y la muerte> y <Romance del conde Arnaldos páginas 175 - 176

Week 5: September 22-24

M -22	Santa Teresa de Jesús <Vivo sin vivir en mí> y <Nada te turbe...> páginas 179 – 181 San Juan de la Cruz <Llama de amor viva: Canciones> o <Noche Oscura> páginas 181 - 183
W -24	José de Espronceda <Canción del pirata> páginas 192 – 194

Week 6: September 29 – October 1

M -29	Gustavo Adolfo Bécquer <Rimas> páginas 341 (sobre el autor) y 343 – 351; preguntas (1 – 20) páginas 359 - 360 * (handout)*
W -1	Juan Ramón Jiménez <Platero y yo> páginas 13 – 50* Preguntas (handout)*

Week 7: October 6-8

M -6	Leer sobre la biografía y obra de Federico García Lorca Federico García Lorca <Canción de jinete> página 223
W -8	Federico García Lorca <Prendimiento de Antoñito el Camborio en el camino de Sevilla> página 225

Week 8: October 13-15

	Gloria Fuertes < Sale caro ser poeta> y <Mis mejores poemas> páginas 236 – 238
W -15	Examen 2 (Poesía)

Week 9: October 20-22 Drama

M -20	Introducción al drama páginas 252 – 290 (selección)
W -22	Miguel de Cervantes y Saavedra - Entremés de <El retablo de las maravillas páginas 121 – 139* (handout)*

Week 10: October 27-29

M -27	
	Ver video de: <La casa de Bernarda Alba>

W -29	Continuación del video y discusión
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Week 11: October 3-5 November

M -3	
	Comenzar con la discusión de la obra (1er acto) páginas 335 - 347
W-5	Continuar con discusión del drama

Week 12: November 10-12

M -10	
	<La casa de Bernarda Alba> (segundo acto) páginas 348 - 360
W -12	<La casa de Bernarda Alba> (tercer acto) páginas 360 - 370

Week 13: November 17-19 *Ensayo*

M -17	Repaso para examen final Preparación presentación
W -19	Mariano José de Larra <Vuelva usted mañana> páginas 403 - 4011

Week 14: November 24-26

M -24	Continuación discusión del ensayo de Larra
W -26	Thanksgiving Break

Week 15: November 1-3

M -1	Presentations
W -3	Presentations

Week 16: December 8 - 11 (Final Examination Week)

Final exam: _____

Prof. Ana I. Davila-Howard
ana_davila-howard@ferris.edu

Spanish 331- section 001 Culture and Society of Spain TR 3:00 – 4:15 pm STR 128
Winter/ Spring 2014

Office hours: MTWR 2:00 – 2:50 pm ASC 3062 phone: 591 - 5854

Spanish 331: Culture and Society of Spain

Text: **España y su civilización**, 6ta. ed. McGraw Hill, Ugarte, Francisco, Ugarte, Michael, and McNerney, Kathleen. c2009.

Course

Description: Through the use of a variety of realia such as: lectures, educational videos, newspapers, magazines, articles from the Internet, and the textbook, the students will learn about the culture and society of Spain from its beginnings until present times.

Course

Outcomes:

Historical Perspective- Students will be able to identify and describe important events on the contemporary history of Spain.

Cultural Identity- Students will be able to name and locate various geographical regions and differences in Spain, and identify and describe samples of the cultural production such as literary works, film, painting, music, and other arts.

Current Events- Students will be able to report on cultural, social, political and other current issues/events affecting Spain.

**General Cultural Enrichment
And Global Consciousness Outcomes:**

- Have an increased ability to interpret cultural Hispanic works as part of the culture
- Be able to look at works or historical events from different perspectives
- Be better able to make and justify valuing (aesthetic and ethical) distinctions
- Exhibit improved distinctions in perception, craft, and/or life choices
- Have increased inclination to engage in the humanities (whether reading a work of literature, attending a play, reading a biography, or listening to quality music) as a way of better understanding of themselves and the target culture
- Identify various regions, features in Spain
- Describe distinctive geographic, economic, cultural, linguistic, or historical features or a region, culture, or society other than North America
- Articulate geographic, economic, cultural, linguistic, and/or historical relationships among diverse people within Spain
- Comment accurately about event in at least one region in Spain
- Describe a method for developing an understanding of geographic, economic, cultural, linguistic, and/or historical contexts of a country or region anywhere in Spain

Grading Policy: The student’s grade will be based on the following:

Class participation & discussion of Packet’s definitions	10%
Final PowerPoint presentation.....	15%
Attendance	10%
Quizzes	15%
Literary Readings.....	10%
Partial Exams	30%
Final Exam	10%

Class Participation

Class participation is necessary to pass the class successfully. It is mandatory for the students be prepared for class and have read the assigned material to be able to contribute to class discussions. Class attendance is essential for progress and effective learning in this course. Specific requirements are that students not miss more than two classes without an excuse otherwise points will be taken off from the **class participation and attendance*** (refer to the chart below for specifics about absences).

**Definitions,
Daily Assignments, & Class participation**

The students must have the definitions done, the chapters read and the questions related to each chapter done. Remember that you will be graded on your readiness and class participation.

Final PowerPoint presentation

The students will research about a topic of interest and present the topic to class the last two weeks of classes. Topics must be approved by the professor. Specific details will be given at the middle of semester.

Attendance

Policy:	1 – 2 absences	No penalty
	3 absences	20 points off Class Attendance
	4 absences	30 points off Class Attendance
	5 absences	40 points off Class Attendance
	6 absences	that's an F for the term!

Quizzes

There will be many pop quizzes. The students must be prepared to have a quiz every week when there is no exam. At the end of the semester students will be able to eliminate 1 or 2 of the lowest scores.

Literary Readings

There will be a packet available at the bookstore with additional readings. Through these literary readings the students will have a better understanding of the historical times we are studying and the literature that were produced during that specific time.

Partial Exams

There will be 3 partial exams. Refer to the daily schedule for exam days.

Final Exam

It will be based on the last two – three chapters and class' Final PowerPoint presentations.

Course Policy: Students missing any major exam will be administered a zero. No MAKEUPS WILL BE GIVEN unless the student has a legitimate excuse in which case s/he must present a written documented excuse to the professor.

Honesty Policy: It is understood that all the work handed in for evaluation must be entirely the student's own work. Cheating or plagiarism will result in an automatic F on the work involved.

pan 331 Cultura y Civilización de España

Material a cubrir y Tarea diaria – Winter / Spring 2014
Class meets on Tuesdays and Thursdays from 3 – 4:15 pm

Important Note: The instructor reserves the right of making needed and appropriate adjustments to this syllabus.

Week 1 (January 14 – 16)

Week 2 (January 21 - 23)

Día	En clase	Tarea diaria
January 21	Ver y discutir el video: <u><i>La España Romana</i></u> (32 minutos) Continuar con las definiciones del paquete	Hacer definiciones del paquete (página 4) Leer: Capítulo 2: La literatura desde su nacimiento hasta el Siglo de Oro (páginas 33 – 40); Hacer preguntas del libro (1 – 5) página 40; Hacer definiciones del paquete (página 5)
January 23	Continuar con las definiciones del paquete	Leer: Edad Media: El cantar del <Mio Cid> (anónimo) – paquete de lecturas – Hacer ejercicio sobre la lectura*

Week 3 (January 28 - 30)

Día	En clase	Tarea diaria
January 28	Continuar con las definiciones del paquete	Leer: Capítulo 3: El arte prehistórico, la arquitectura y la escultura (páginas 42 – 53); Hacer preguntas del libro (1 – 5) página 53
January 30	Continuar con las definiciones del paquete	Hacer definiciones del paquete (página 6)

Week 4 (February 4 - 6)

Día	En clase	Tarea diaria
February 4	Continuar con las definiciones del paquete	Leer: La España de los Reyes Católicos: El Renacimiento y el Humanismo: <La Celestina> de Fernando de Rojas – paquete de lecturas - Hacer ejercicio sobre la lectura** Repaso y terminar definiciones y preguntas guías

February 6		Examen I (Unidad I – Introducción y Capítulos 1, 2 y 3)

Week 5 (February 11 - 13)

Día	En clase	Tarea diaria
February 11	Continuar con las definiciones del paquete Ver y discutir video: <u>Understanding Don Quijote</u> (21 minutos)	Leer: Unidad II - Capítulo 4: La España Imperial de los siglos XVI y XVII 1 (páginas 59 – 71); Hacer preguntas (1 – 4) página 7; Hacer definiciones del paquete (páginas 8 – 9) Leer: El Siglo de Oro: Gloria y ocaso de España: <El Lazarillo de Tormes> Hacer ejercicio sobre la lectura**
February 13	Continuar con las definiciones del paquete	Leer: Capítulo 5: La literatura del Siglo de Oro (páginas 73 – 83);Hacer preguntas (1 – 4) páginas 83 - 84

Week 6 (February 18 - 20)

Día	En clase	Tarea diaria
February 18	Enseñar PowerPoint de ejemplos de arte del Greco, Velazquez, Zurbarán, Murillo, etc. Continuar con las definiciones del paquete	Hacer definiciones del paquete (páginas 2 – 3); Leer: Capítulo 6: Miguel de Cervantes y Saavedra (páginas 85 – 92); Hacer preguntas (1 – 2) página 92 Hacer preguntas sobre los capítulos
February 20	Continuar con las definiciones del paquete	Hacer definiciones del paquete (página 12); Leer: Capítulo 7: Artistas y músicos del Siglo de Oro (páginas 94 – 103);

Week 7 (February 25 - 27)

Día	En clase	Tarea diaria
February 25	Continuar con las definiciones del paquete	Hacer preguntas (1 – 5) página 103; Hacer definiciones del paquete (página 13 – 14)
February 27	Continuar con las definiciones del paquete	Repasar y ponerse al día

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Week 8 (March 4 - 6)

Día	En clase	Tarea diaria
March 4	Continuar con las definiciones del paquete	Examen II (Capítulos 4, 5, 6 y 7)
March 6	Ver y discutir video: <u>Goya</u> (54 minutos)	Leer: Unidad III: Capítulo 8: La España de los Borbones: siglos XVIII y XIX (páginas 109 – 118)

Week 9 (March 10 - 14) No classes. SPRING BREAK!

Week 10 (March 18 - 20)

Día	En clase	Tarea diaria
March 18	Continuar con las definiciones del paquete	Hacer definiciones del paquete (páginas 15 – 16); Leer: Capítulo 9: La literatura española de los siglos XVII y XIX (páginas 120 – 129); Hacer preguntas (1 – 5) página 129
March 20	Continuar con las definiciones del paquete Ver y discutir video: <u>La guerra civil española</u> (25 minutos)	Hacer definiciones del paquete (páginas 17 – 18)

Week 11 (March 25 - 27)

Día	En clase	Tarea diaria
March 25	Ver y discutir video: <u>Spain, more than 10 years since Franco died</u> by John Darnton Continuar con las definiciones del paquete	Leer: Capítulo 10: Pintura y música de los siglos XVII y XIX (páginas 131 – 139); Hacer preguntas (1 – 5) página 139 – 140 Hacer definiciones del paquete (página 19)
March 27	Continuar con las definiciones del paquete	Repasar y ponerse al día con el material

Week 12 (April 1 - 3)

Día	En clase	Tarea diaria
April 1	Continuar con las definiciones del paquete	Examen III (Capítulos 8, 9 y 10)
April 3	Continuar con las definiciones del paquete Entrevista con estudiantes sobre posibles temas para la presentación	Leer: Capítulo 11: Desde Alfonso XIII hasta Francisco Franco (páginas 145 – 153); Hacer preguntas (1 – 8) páginas 153 - 154

	en PowerPoint.****	Hacer definiciones del paquete (páginas 20 - 21)

Week 13 (April 8 - 10)

Día	En clase	Tarea diaria
April 8	Continuar con las definiciones del paquete	Leer: Capítulo 12: La literatura española del siglo XX (páginas 156 – 169);Hacer preguntas (1 – 6) páginas 168 – 169
April 10	Continuar con las definiciones del paquete	Leer: Generación del '98: <u>Dos madres</u> por Miguel de Unamuno - Hacer ejercicio sobre la lectura** Hacer definiciones del paquete (páginas 22 – 24); Leer: Capítulo 13: Arte y música (páginas 170 – 181);Hacer preguntas (1 – 4) página 181 Hacer definiciones del paquete (página 25)

Week 14 (April 15)

Día	En clase	Tarea diaria
April 15	Continuar con las definiciones del paquete	Leer: Unidad V: Presente y futuro – Capítulo 14: Del franquismo a la democracia (páginas 187 – 195); Hacer preguntas (1 – 6) página 195
April 16	Continuar con las definiciones del paquete	Hacer definiciones del paquete (página 26)
		Leer: Capítulo 15: La política actual (páginas 197 – 205); Hacer preguntas (1 – 7) página 205 Hacer definiciones del paquete (página 27)

Week 15 (April 22 - 24)

Día	En clase	Tarea diaria
April 22	Continuar con las definiciones del paquete	Leer: Capítulo 16: La cultura del pasado a la actualidad (páginas 206 – 220);Hacer preguntas (1 – 6) páginas 219 – 220 PowerPoint presentations

April 24	Continuar con las definiciones del paquete	Hacer definiciones del paquete (página 28) PowerPoint presentations

Week 16 (April 29 – May 1)

Día	En clase	Tarea diaria
April 29	Continuar con las definiciones del paquete	Hacer ejercicio sobre la lectura** PowerPoint presentations
May 1	Continuar con las definiciones del paquete	PowerPoint presentations

Week 17 (May 5 - 9) Final Exams Week

Span 333-01: Contemporary Cult-Soc Hispanic America: Spring 2015

TR: 4:30-5:45 pm.
Classroom: Starr 128
Dr. Rodríguez-Morán

Office: ASC 3036
Office Hours:
E-mail: rodrigg3@ferris.edu

Course Description: This Course will help students to acquire substantial knowledge on Latin American Culture and Civilization. This course will cover the historical background, but also the politics, economics, science, and technology in the present times. In addition to that, it will put students in contact with some other important components of the culture such as literature, music, film and other arts. Finally, it will provide students with the elements to analyze in a critical way the different aspects of a continent in constant evolution.

Required Text:

Gac-Artigas, Priscilla. Hoja de ruta. Cultura y Civilización de Latinoamérica. 6th Ed. Academic Press ENE. New Jersey, 2013.

General Cultural Enrichment and Global Consciousness Outcomes:

- Have an increased ability to interpret cultural Hispanic works as part of the culture.
- Be able to look at works or historical events from different perspectives.
- Be better able to make and justify valuing (aesthetic and ethical) distinctions.
- Have an increased knowledge about some aspects of Hispanic culture.
- Identify various regions, features or countries in the Spanish-speaking world.
- Comment accurately about current events in at least one country or region in the Hispanic World.
- Articulate/describe distinctive geographic, economic, cultural, linguistic, and/or historical relationships among diverse countries and peoples.

Course Outcomes:

Historical Perspective- Students will be able to identify and describe important events on the contemporary history of Latin America.

Cultural Identity- Students will be able to name and locate various geographical regions and differences in Latin America, and identify and describe samples of the cultural production such as literary works, film, painting, music, and other arts.

Current Events- Students will be able to report on cultural, social, political and other current issues/events affecting Latin America.

Grading Policy:	
Exams:	20 %
Quizzes	15 %
Homework:	20 %
Oral Presentation	10 %
Participation and Attendance	15 %
Final Exam	20 %

Total: 100 %

Grade Scale

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-

0-59 **F**

Exams: There will be 2 exams in this class. The exams will include different sections according to the various materials studied in class.

Written Reports: As an important task of this semester work, students will be required to read about the most contemporary social, economic and political issues in Latin America. In order to do so, students will be required to select one or more of the following newspapers online to read and write short reports. Please follow the links below:

<http://www.jornada.unam.mx/>

<http://www.elpais.com/global/>

<http://www.eluniversal.com.mx/>

Homework: Preparing for each of the sessions is crucial for the student's progress. Students need to do all reading assignments in advance and be ready for the discussions in class. Ojo: reading assignments are marked with a star in the syllabus (*). Please refer to the end of the chapter and respond the list of questions so you are ready for class.

Oral Presentation: During the last week of instruction students will spend 10 minutes delivering an oral presentation. Due to the time constraints, students may work with a partner or in small teams. The presentations will be based on any aspect of Latin American Culture of the students' choice. We have scheduled some time to prepare for this presentation.

Participation and Attendance: Active participation in all class activities is crucial for student's progress, as is his or her attendance in the course. Participation means that students participate in the required assignments: classroom exercises: oral and written, discussions, etc. Your instructor will assess your participation both at midterm, and at the end of the semester. Keep in mind that arriving late will lower your participation score. Students with more than 6 unexcused absences will fail the course. Absences will be excused upon the presentation of written documentation (doctor's note, religious observances, funeral attendance, for example). If you have an emergency that prevents you from attending class, you must e-mail me immediately at rodrigg3@ferris.edu. Please be aware of e-mail etiquette; you are expected to identify yourself with your name, class and section in which you are enrolled.

Final Exam: The final exam will be cumulative and also, it will contain materials from the students' presentations.

Honesty Policy: It is understood that all work handed in for evaluation must be entirely the student's work. Cheating or plagiarism will result in an automatic **F** on that particular assignment.

Make-up Policy: Students missing any quiz, exam or homework assignment will be administrated a zero for that particular assignment. No make-ups will be given, unless the student presents written documentation (doctor's note, religious observances, funeral attendance, etc).

Instructor's Note:

Let me know if you need help, I am available during my office hours. If my office hours don't fit your schedule, you can make an appointment. Those who wish to be successful in the course should:

- Arrive always on time
- Turn in all assignments on time
- Participate in all the activities in the classroom
- Respect your classmates and Professor
- No text-messaging is allowed during class time. Please be kind to your classmates and turn-off your cell phone.

Weekly Schedule: The instructor reserves the right to modify the following class schedule depending on the needs of the course.

12-15 enero

Semana 1	T- 13	Introducción.
	R- 15	Parte I: Nuestro pasado histórico Capítulo III: De las luchas de independencia... III.1. Siglo XIX Luchas por la independencia *A. Razones para las luchas por la independencia (p97-99) *B: Guerras de independencia (p99-101) C: Héroes de la independencia hispanoamericana (p101-107) D: Neocolonialismo: los Estados Unidos (p107-110) *Ojo: preparar cuestionario al final de este capítulo y los demás.

19-22 enero

Semana 2	T- 20	MLK (no class)
	R- 22	*D: Neocolonialismo: los Estados Unidos (p111-114) III.2. Siglo XX: Formación de las naciones A. Delimitación de fronteras (p115-124)

26-29 enero

Semana 3	T- 27	A: Delimitación de las fronteras (p125-131) *B. Movimientos revolucionarios y luchas por justicia social (p131-143)
	R- 29	*B: Movimientos revolucionarios y luchas por justicia social (P144-162)

2-5 febrero

Semana 4	T- 3	Examen 1 Tarea 1
	R- 5	Parte II: Nuestro presente Capítulo I: dos décadas que transformaron Latinoamérica *I.1 Década del 2000-2010: consolidación de la democracia (P177)

		*I.2. Evolución del mapa político (P177-179) A. Puntos en común (P180-181) / B. Puntos de divergencia (P181) / C. Posibles causas del rediseño político (P181-182) / D. Consolidación del proyecto Bolivariano (P182-184)
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9-12 febrero

Semana 5	T- 10	*B. La Izquierda moderada y la centroizquierda (P192-199)
	R- 12	*C. El socialismo Bolivariano del siglo XXI (P215-222)

16-19 febrero

Semana 6	T- 17	*C. El socialismo Bolivariano del siglo XXI (Bolivia) 226-238
	R- 19	*C. El socialismo Bolivariano del siglo XX (Cuba) 238-240 *D: La centroderecha (México) 274-278

23-26 febrero

Semana 7	T- 24	Repaso
	R- 26	Examen II Tarea 2

2-5 marzo

Semana 8	T- 3	Parte III: Aspectos de nuestra cultura y civilización Capítulo I: La mujer en la escena latinoamericana I.1. La mujer en la historia *A. Conquista y colonización (p295-298) *B. Independencia (P298-302)
	R- 5	C. Periodo de transición (302) *D. Siglo XX y XXI (P302-308) Tarea: D siglo XX 1-4, + La mujer en la Revolución, El desarrollo del feminismo (P332-333)

Semana 9: 9-12 marzo (Spring Break)

16-19 marzo

Semana 10	T- 17	D. Siglo XX y XXI(309-322) Tarea: 3. La mujer latinoamericana en la política. (P333)
	R- 19	D. Siglo XX y siglo XXI (P323-331) Tarea: Situación actual de la mujer (P333) Tarea 3

23-26 marzo

Semana 11	T- 24	Capítulo II. La realidad de la población LGBT *II.1. Antecedentes históricos del movimiento LGBT (P341-344) II.2 Marchas del Orgullo Gay en los países latinoamericanos (p344-345) II.3 Legislaciones a favor de la población LBGT en América Latina (p3435-346) *II.4 Panorama cultural (P346-348)
	R- 26	Capítulo III: La educación III.2. La educación a finales del siglo XIX al presente A. Alfabetización (p357-358) B. La educación básica y secundaria (p358-363) III.3 La educación universitaria (P363-364)

30 marzo- 2 abril

Semana 12	T- 31	Capítulo IV: La religión *IV.1. Sincretismo religioso A. Religiones indígenas y catolicismo (p385-386) B. La santería (p386-387) *IV.2. La religión católica como religión oficial (p387) IV.3. El concilio Vaticano... (p88) *IV.4. La teología de la liberación (p389-390) IV.5. La realidad religiosa en el presente (p390-391) Tarea 4
	R- 2	Mid-Semester Recess

6 -9 abril

Semana 13	T- 7	Capítulo VII: Música *VI.1 Expresión del alma de un pueblo (p417-419) A. Música precolombina (p417-418) B. Aporte español (p419-420) C. Aporte africano(p420) D. No hay revolución sin música (p420-422) E. Música latinoamericana de hoy y siempre (p422-427)
	R- 9	Capítulo VII: Literatura *VII.1 Siglos XVI y XVII (p345) *VII. Modernismo (p437-438) *VII. 4 La literatura del Boom y el realismo mágico (p442-443)

13-16 abril

Semana 14	T- 14	Capítulo VIII: Las artes *VIII.3. El arte después de la independencia (p460-461)
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		*VIII.4 Siglo XX A. El muralismo mexicano (p461-462) B. Repercusión del muralismo...(P462-463) E. Otros pintores del siglo XX (p465-469) Tarea 5
	R- 16	Capítulo X- De gustos y sabores (p211-229) –selección

20-23 abril

Semana 15	T- 21	Preparación presentaciones
	R- 23	Preparación presentaciones

27 abril – 30 mayo

Semana 16	T- 28	Presentaciones
	R- 30	Presentaciones

Semana 17: Examination week: May 4 - 7

Final Exam: _____

Ana I. Dávila-Howard
Introduction to Hispanic Cinema (SPAN 343)
Fall 2013 (August 26 - December 6, 2013)
Class meets: TR 3 – 4:15 pm STR 220

Office hours: MW 11 – 11:50 am / TR 10- 10:50 am (ASC 3062)

Prerequisites: The successful completion of Spanish 301

Course Description: The main goal of this course is to improve the student’s cultural competency through the analysis and discussion of select films produced in the Spanish speaking world.

In order to accomplish this goal, students will actively participate in daily discussions, video presentations, as well as reading and writing assignments. Another important goal of this course is help students to develop their critical thinking skills regarding the culture, history, politics and social problems depicted in the select films. This course is taught in the Target Language.

Required Text: Sacchi, Pessoa, Martín-Cabrera. Más allá de la pantalla: el mundo hispano a través del cine. Boston: Thompson & Heinle, 2006.

Additional Material: Bilingual Dictionary (English-Spanish/Spanish-English): *Harper Collins Spanish Concise Dictionary*.

Course Outcomes:

Historical Events- Students will be able to compare and contrast the histories and cultures of the diverse Spanish-speaking world.

Oral and Written Communication- Students will be able to effectively communicate through the analysis of topics and themes from the discussion of the movies presented in class.

Critical Thinking- Students will be able to interpret and articulate, through critical thinking skills, the themes derived of the movies presented in class.

Connections and Communities- Students will be able to identify and describe cultural differences of the Spanish-speaking world in comparison to their own culture and personal reality.

Grading Policy:

Class Participation & Film Attendance:	15%
Daily Homework:	15%
Oral Presentations (1)	15%
Written reports (3)	15%
Partial Exams (2)	20%
Final Exam	20%
Total	<hr/> 100 %

Class Participation and Film Attendance: Active participation in all class activities is crucial for student's progress, as is his/ her attendance in the course. Participation means that students participate in the required assignments: oral presentations, movie screening, discussions, classroom exercises: oral and written, etc. Some of the films are going to be screened during class time so plan to arrive always on time. Your instructor will assess your willingness to participate in class. Students cannot miss class unless a written documentation (doctor's note, religious observances, funeral attendance, for example) is presented to the instructor. If you have an emergency that prevents you from attending class, you must e-mail me immediately at ana_davila-howard@ferris.edu

Daily Homework: Preparation is essential in order to better understand the content of each film; therefore, you must do the assigned readings prior to the screening days. Please have read: *Prepárate para ver la película, Notas lingüísticas, A simple vista, Imágenes, and Escenas y citas* so you are familiar with the appropriate vocabulary, themes, plot, characters, film director and socio-political background in which the film was produced.

Oral Presentation: Students will have 20 minutes to present a film of their preference and research on line addressing the important aspects presented in the film. The selected movie must be approved by the professor at least two weeks prior to the presentation to make sure the film is suitable for the course requirements.

Written reports: For each of the **seven** movies we'll watch in class the students are required to submit **two (2)** written essays of two pages long in **Spanish (double space and typed)** in which they will research information (on line) analyzing the social, political, and general background in which the movie is set. Please, site your sources and follow the MLA format.

Partial Exams: There will be two (2) partial exams. The first two exams will cover material from the two movies watched and discussed in class. The exams will include multiple choice, fill in the blanks, true/false statements to justify the false ones, and a short essay. Each exam will be of 100 points each.

Final Exam: The final exam will cover the last portion of the class (material not covered in Exam 2). The final will be a combination of multiple choice, fill in blanks and a short essay)

Honesty Policy: It is understood that all work handed in for evaluation must be entirely the student's work. Cheating or plagiarism will result in an automatic **F** on the course. (See syllabus attachment for information in detail).

Make-up Policy: Students missing any presentation, exam or homework assignment will be administrated a zero for that particular assignment. No make-ups will be given, unless the student presents written documentation (doctor's note, religious observances, funeral attendance, etc).

NOTE: Due to the nature of foreign films and different social norms, some of the films may contain partial nudity or violent language. Students are encouraged to talk to the instructor in order to find an alternative film if they feel uncomfortable with a certain movie.

Those who wish to be successful in the course should:

- Always arrive on time.

- Turn in all assignments on the schedule due date in class.
- Participate in all the activities in the classroom.
- Respect your classmates and professor.
- No text-messaging is allowed during class time. Please be kind to your classmates and turn-off your cell phone.

Weekly Schedule: This Weekly Schedule is subject to change in accordance to the course needs.

UNIDAD I: Memoria y Olvido

Semana 1: (26 – 29 de agosto) (En casa)

martes 27	Introducción	*****
jueves 29		Prepárate (5, 6) Predicciones y (8)

Semana 2: (2 – 5 de septiembre)

Martes 3	Labor Day (No class)	<i>La lengua de las mariposas</i> (José Luis Cuerda, 1999) España
jueves 5		La trama/ Los personajes (9,10) Imágenes (11) Escenas y citas (12)

semana 3: (9 – 12 de septiembre)

martes 10		Analizando la película (13,14) Prepárate (31,32)
jueves 11	Tarea: Tu eres el escritor (16)	Predicciones y (34) <i>La historia oficial</i> (Luis Puenzo, 1985) Ar

semana 4: (16 – 19 de septiembre)

Martes 17		La trama/ Los personajes (35) Imágenes (36) Escenas y citas (37)
Jueves 19		Analizando la película(38-40)

UNIDAD II: Inmigración y Exilio

semana 5: (23 – 26 de septiembre)

Martes 22	Tarea: tú eres el escritor (41) + Exam 1	Prepárate (65,66) Predicciones (68)
Jueves 26		<i>El Norte</i> (Gregory Nava, 1984)

		Guatemala / EE UU

semana 6: 30 de septiembre – 3 de octubre)

Martes 1		La trama/ Los personajes (69,70) Imágenes (71) Escenas y citas (71)
Jueves 3		Analizando la película (72-74)

semana 7: (7 – 10 de octubre)

Martes 8	Tarea: Tú eres el escritor (76)	Prepárate (79,80) Predicciones (82)
Jueves 10		<i>Bread and Roses</i> (Ken Loach 2000) EE UU / México
		Continuamos La trama/ Los personajes (83,85) Imágenes (85) Escenas y citas (86)

semana 8: (14 – 17 de octubre)

Martes 15	Tarea: Tú eres el escritor (90)	Analizando la película (87,89)
jueves 17	Exam 2	Prepárate (123,124) Predicciones (126)

UNIDAD III: Las identidades marginalizadas en la historia

semana 9: (21 – 24 de octubre)

martes 22		<i>Camila</i> (Maria Luisa Bemberg, 1984) Argentina
Jueves 24		La trama/ Los personajes (127,128) Imágenes (129) Escenas y citas (129)

semana 10: (28 – 31 de octubre)

Martes 29		Analizando la película (130,131)
Jueves 31	Tarea: Tú eres el escritor (132)	Prepárate (149,150) Predicciones (153)

semana 11: (4 – 7 de noviembre)

Martes 11		<i>Fresa y chocolate</i> (Tomás Gutiérrez Alea, Tabío, 1994) Cuba
Jueves 14		La trama/ Los personajes (154,155) Imágenes (156) Escenas y citas (156)

UNIDAD IV: El mundo hispano en la globalización**semana 12: (11 – 14 de noviembre)**

Martes 12	Tarea: Tú eres el escritor (160)	Analizando la película (157,159) Prepárate (225,226) Predicciones (228)
Jueves 14		<i>La comunidad</i> (Alex de la Iglesia, 2000) España

semana 13: (18 – 21 de noviembre)

Martes 19		La trama/ Los personajes (229,230) Imágenes (230,231) Escenas y citas (231)
Jueves 21	Thanksgiving Break	*****

semana 14: (25 – 28 de noviembre)

Martes 26		Analizando la película (232, 234)
Jueves 28		Oral Presentations
		Oral Presentations

semana 15: (2 – 5 de diciembre)

Martes 3		Oral Presentations
Jueves 5		Oral Presentations

Week 16: 13 - de diciembre**Final Examination Week:**

Important Notes: The instructor reserves the right of making needed and appropriate adjustments to this syllabus.

Appendix C: Curriculum Vitae

Gustavo Rodríguez-Morán

210-1/2 Rose Ave., Big Rapids, MI 49307

Tel: 517 775 1609 E-mail: rodrigg3@ferris.edu

EDUCATION

2001-2008 **Ph.D.** Hispanic Cultural Studies
Michigan State University

1999-2001 **M.A.** in Spanish
Western Michigan University

1995-1999 **B.A.** Modern Languages (Spanish)
Universidad Autónoma de Querétaro, México

Dissertation: “Food discourses in contemporary Mexican literature and *telenovelas*”
Dissertation director: Dr. Miguel A. Cabañas

TEACHING AND PROFESSIONAL EXPERIENCE

2008-present: Ferris State University: Assistant Professor of Spanish

Full responsibility for preparation, delivery and grading for all courses:

SPN 101: Beginning Spanish I
Span 102: Beginning Spanish II
Span 201: Intermediate Spanish I
SPN 202: Intermediate Spanish II
SPN 301: Advanced Spanish I
Span 302: Advanced Spanish II
Span 397: Independent Study (Mexican Culture)
Span 397: Independent Study (Spanish Pedagogy)
Span 333: Cult and Soc. of Latin America
Span 343: Hispanic Cinema
Span 323: Survey of Spanish Literature

2001-2008: Michigan State University: Graduate Instructor

Full responsibility for preparation, delivery and grading for all courses:

SPN 320: Cultural Readings and Composition
SPN 250: Intensive Review of Intermediate Spanish
SPN 202: Intermediate Spanish II
SPN 201: Intermediate Spanish I
SPN 102: Elementary Spanish II
SPN 101: Elementary Spanish I
SPN 101: Elementary Spanish I (Technology Enhanced)

1999-2001: Western Michigan University: Teaching Assistant

Full responsibility for preparation, delivery and grading of all courses:

SPN 102: Elementary Spanish II
SPN 101: Elementary Spanish I

Mentor Teaching Assistant

Responsible for assisting the Spanish Coordinator for creation and editing of exams (2000)

ACADEMIC SERVICE AND COMMITTEE WORK

Member of the **Dean Search Committee**, (College of Arts and Sciences, Ferris State University, 2015)

Member of the Bachelor of Sciences in Spanish for the Professions Planning Committee, (Department of Languages and Literatures, 2014)

Member of the **Grand Rapids Latin American Film Festival** Planning Committee (2012-2014)

Member of the **Spanish Search** Committee (Department of Languages and Literatures, 2014)

Member of the **Global Consciousness** Committee (Department of Languages and Literature, 2012- present)

Member of the **Cultural Enrichment** Committee (Department of Languages and Literature, 2013- present)

Member of the **Spanish Search** Committee (Department of Languages and Literature, Ferris State University, 2013)

Member of the Planning Committee for the **Hispanic Center** (Ferris State University, 2012)

Study Abroad Program to Salamanca and Costa Rica (with my Colleague Prof. Ana Dávila-Howard) (Ferris State University, 2011, 2012)

Member of the **Faculty Fellows Program** (Ferris State University, 2011-2012)

Member of the **Global Awareness** Committee (Ferris State University, 2011 to Present)

Translator of the Brochure “Tuition and Incentive Program”: TIP Scholars Office (Ferris State University, 2011)

Member of the **Fulbright Interview** Committee (Ferris State University, 2010: one time)

Member of the **Faculty Development** Committee (Ferris State University, 2010 to Present)

Translator of documents and brochures (School of Ophthalmology & Michigan College of Optometry, Ferris State University, 2009)

Member of the **Cultural Enrichment** Committee (Ferris State University, 2009-2011)

Member of the **Curriculum** Committee (Department of Foreign Languages and Literature, Ferris State University, 2009-2013)

Member of the **Head of the Department Search** Committee (Department of Languages and Literature, Ferris State University, 2008)

Member of the **Spanish Search** Committee (Department of Languages and Literature, Ferris State University, 2008)

Member of the **Search Committee** (Office of Student Recruitment, Ferris State University, 2008)

Member of the **Language Scholarship** Committee (Department of Languages and Literature, Ferris State University, 2008)

Instructor of Intermediate Spanish Conversation (MSU Evening College, 2007)

Co-editor of First Annual News Letter *Mapamundi Hispanorum* (MSU, 2005)

Co-editor of *Tropos* (MSU Graduate Student Journal, 2002-2005)

PUBLICATIONS

“Después del Rayo y del Fuego: acerca de José Martí.” *Caribe* (Winter 2004-2005) (Book Review)

“Del bien comer y del bien escribir: Desestabilizando cánones culturales en la *Serie Carvalho*” Ed. José Colmeiro. *Manuel Vázquez Montalbán: el compromiso con la memoria*. London: Tamesis Books, 2007. (Article)

CONFERENCES (PAPERS PRESENTED)

“Guamán Poma de Ayala y Bartolomé de las Casas: Abundancia contra carencia: las dos caras de la destrucción en documentos coloniales.” University of Cincinnati, May, 2003.

“Re-presentación de lo nacional mexicano: Comida y consumo global en las telenovelas mexicanas de principio del siglo XXI.” University of Chicago, October, 2007.

“El discurso de los alimentos y la parodia de clase social en *La Fea más Bella*.” Michigan State University, October, 2007.

“Telenovelas, documentales o *cookshows*: Hibridaciones discursivas en los melodramas mexicanos contemporáneos.” University of Kentucky, April, 2008.

“Caballero con los hombres y galante con las mujeres: imágenes de lo masculino y lo femenino en la revista de historietas *Kalimán*.” University of Cincinnati, May, 2009.

Latino/a Communities of the Midwest. Julian Samora Research Institute, Michigan State University. November 5 -7, 2009. (Attended)

“La telenovela mexicana contemporánea y el retorno de la cocinera al panorama cultural mexicano” University of El Paso, TX. March, 2010.

“Chocolate, Mole, and Tequila: Food and the Nation.” Instituto Tecnológico de Monterrey, Querétaro, México. (April 2010) (delivered online)

“From Transylvanian Vampires to Mexican macho men: gender issues in Mexican comic books.” University of Kentucky, April 2011

“Cultural Hegemony and Mexican Soap Operas: Arturo Pérez-Reverte’s *La Reyna del Sur*” Lester. B. Pearson United World College of the Pacific. February 2012. (Via Skype)

“Black Magic and Caribbean zombies: horror and Otherness in Mexican comic books.” University of Cincinnati, May, 2012.

“Cultural notes of *Mexicanidad* in Kaliman: el hombre increíble.” Ferris State University, May 2013.

“Kalimán, el hombre increíble: un vistazo a la historieta mexicana de finales del siglo XX” Western Michigan University, September 2103.

The 50th International Congress on Medieval Studies, Western Michigan University: Medieval Institute (attended)

AWARDS

Summer Support Fellowship: College of Arts and Letters, Michigan State University, Summer, 2008.

Summer Dissertation Research Award. Department of Spanish and Portuguese, Michigan State University, Summer, 2007.

Outstanding Teaching Assistant of the Year. Department of Spanish and Portuguese, Michigan State University, April, 2005.

LANGUAGES

Spanish: native speaker, English: native command, French: reading skills,
Italian: reading skills

Eric J. Warner

736 Diamond Ave NE

Grand Rapids, MI 49503

Phone: 517-775-1603 E-

mail: warnere3@ferris.edu

EDUCATION

Ph.D. in Hispanic Cultural Studies

Michigan State University. December 2013

M.A. in Spanish

Western Michigan University. June 2002

B.A. in Liberal Arts; Majors: French and Spanish; Minor: German

University of Wisconsin- River Falls. May 1999

*Other undergraduate work at Southern Arkansas University and Université Laval (Quebec)

Certificate in TESOL (Teacher of English to Speakers of Other Languages)

Canadian Global TESOL Training Institute. Montreal, Quebec, Canada. July 1999

Certified Translation Professional Program (2015- present)

LANGUAGES

English- Native speaker

Spanish- Near-native abilities in speaking, writing and reading

French- Good proficiency in speaking, writing and reading

German- Basic knowledge in speaking, writing and reading

WORK EXPERIENCE

Ferris State University, Big Rapids, MI

Assistant Professor of Spanish (Aug 2014- present)

Visiting Assistant Professor of Spanish (Aug 2009- Aug 2014)

Courses taught:

- **SPAN 100 Spanish for Business and Travel**
- **SPAN 101 Beginning Spanish I** (traditional and online)
- **SPAN 102 Beginning Spanish II** (traditional, online, and mixed delivery)
- **SPAN 201 Intermediate Spanish I** (traditional, online, and mixed delivery)
- **SPAN 202 Intermediate Spanish II**
- **SPAN 301 Advanced Spanish I** (*Fall 2015*)
- **SPAN 333 Contemporary Culture and Society of Hispanic America** (co-taught in Costa Rica)
- **SPAN 425 Spanish Language Pedagogy**
- **FREN 101 Beginning French I**

- **FREN 102 Beginning French II**
- **FREN 202 Intermediate French II**
- **COAS 390- Topics in Integrated Studies: Cultural Competency in Literature and Film**

Committee work :

- **Search Committee for German Adjunct-level 3 position** (2015)
- **Hispanic Heritage Month Planning Committee** (2015)
- **Honors Curriculum Committee-** Sabbatical replacement (2015)
- **Curriculum Committee** (2014- present)
- **Online Teaching and Learning Committee** (2011-2012, 2013-present)
- **Advisory Board for the Center for Latin@ Studies** (2012- present)
- **Spanish Faculty Committee of the Whole** (2009-present)
- **World Languages Committee of the Whole** (2009-2013)
- **Literature and Language Planning Committee** (2011-2012, 2013-2014)
- **Organizational member for the creation of the Center for Latin@ Studies** at Ferris State University (Spring 2012)
- **Grand Rapids Latin American Film Festival Planning Committee** with area universities: Ferris State University, Grand Valley State University, Calvin College, Aquinas College and Davenport University (2012, 2013, 2014)
- **Search Committee for the Associate Director of the Center for Latin@ Studies** (2013)

Campus outreach activities:

- Center for Latin@ Studies cultural activities: film nights and Latin-dancing classes (2012-14)
- Day of the Dead Celebration Event (2011, 2012, 2014)
- Biweekly Spanish Language Table (2009-2012)
- Invited Panel member for the discussion of Hispanics/Latinos in the United States in part of a conference series hosted by the International Office (2011)
- Spanish Christmas Celebration Event (2009)

Community outreach activities:

- Hablemos: Conversational Spanish- a course designed for the community through the Center for Latin@ Studies and the Office of Conference and Professional Services (2013- present)
- Coordinated a Bilingual Board Book project between Ferris students and Michigan Migrant Head Start (2009-2012, 2014)
- Invited guest to represent Ferris at the César Chávez Awards Banquet in Grand Rapids, MI (2012, 2013)
- Volunteered representing Ferris and the Telamon Corporation in the Michigan Migrant Task Force to ensure living and working conditions at 12 Migrant Camps in West Michigan (2013)

Spanish Instructor and Interpreter (Independent Contractor)

July 2007- present; Telamon Corporation (Michigan Migrant Head Start), Lansing, MI

Duties include:

- Weekly instruction of beginning, intermediate, advanced Spanish levels to adult learners who study work-related vocabulary to facilitate communication with migrant workers
- Weekly instruction of ESL and English for Specific Purposes to adult learners
- Simultaneous interpreting English-Spanish, and occasionally from Spanish to English, for Michigan Migrant Head Start training sessions, Parent Policy Council meetings, and interviews for positions requiring bilingual employees
- Translation of children menus and other health intake forms into Spanish
- Administering Language Assessment examinations for center-based employees to determine occupational fluency in Spanish

French and Spanish Instructor (Independent Contractor)

May 2012- August 2012; OneWorld Language Solutions, Dallas, TX (Courses given in Belmont, MI)

Duties include:

- Selection of age appropriate materials for two groups: children and adults
- Instruction of practical French for a family relocating to Switzerland
- Instruction of Spanish to prepare a true beginner for entrance into second-year Spanish at the new school in Switzerland (i.e. Intensive Spanish Instruction of Level 1)

Michigan State University, multiple positions

Jan 2005- June 2009; Michigan State University, East Lansing, MI

***Spanish Instructor & Spanish Graduate Instructor (MSU)**

Full responsibility for the preparation, delivery and grading of all courses:

- SPN 102- Beginning Spanish (Jan 2005- May 2005 & May 2006- June 2006)
- SPN 201- Intermediate Spanish (Aug 2005- Dec 2005 & Aug 2008- Dec 2008)
- SPN 202- Intermediate Spanish (Jan 2009- May 2009)
- SPN 350- Introduction to Hispanic Literature (July 2007- Aug 2007)
- SPN 452- Business Spanish (Aug 2006- May 2007)
- IAH 203- Latin America and the World (May 2008- June 2008 & May 2009- June 2009)

***Assistant to the Spanish Coordinator (MSU)**

Academic Year 2005-06, 2007-08

- Responsibilities included: Editing and creation of exams, syllabi, and other organizational material for the coordination of the first and second-year Spanish language program at MSU

***Program Assistant for Study Abroad program to Santander, Spain (MSU)**

May- July 2005

- Duties included: Assisting with informational sessions prior to program departure and participating in a Study Abroad Fair to answer questions to future students looking to study abroad. Monitoring 50 undergraduate students in Santander, Spain at the Universidad International Menéndez- Pelayo, meeting daily with students, organizing weekly meetings, designing flyers to promote cultural events to support language and culture learning, chaperoning students to/from airport and during field trips, organizing sporting events on campus and assisting the Program Directors

***Evening College Instructor (MSU)**

Fall 2005, Fall 2006, Spring 2007, Fall 2007, Spring 2008, Spring 2009

- Courses: Medical Spanish, Intermediate Spanish and Advanced Spanish designed for adult learners looking for personal and professional enrichment in culture and language

***Buddy Program Leader (MSU)**

Fall 2006, Fall 2007

- Activities included: Assisting at the Orientation and leading weekly discussion groups in an 8-week program designed to facilitate cross-cultural communication between American undergraduates and International graduate students from China, India and Korea

OTHER RELATED WORK EXPERIENCE:

Spanish Instructor

Fall Semester 2008; Lansing Community College, Lansing, MI
Course taught: SPAN 122 (Beginning Spanish II)

Spanish Instructor

Aug. 2003- Dec. 2004; Mott Community College, Flint, MI
Courses taught: SPAN 181, 182, 281, 282

Foreign Language Instructor

Aug. 2002- June 2003; Danville Area Community College, Danville, IL
Courses taught: SPAN 101, 102, 103, 104; FREN 101, 102, 103, 104

Spanish Instructor of Record / Teaching Assistant

Aug. 2000- April 2002; Western Michigan University, Kalamazoo, MI
Courses taught: SPAN 101, 102, 201

Long-term Spanish Substitute Teacher

Mar. 2000- June 2000; Eau Claire Memorial High School, Eau Claire, WI
Courses taught: Spanish levels IV and V

English/Spanish Instructor

Sep. 1999- Jan. 2000; Le Centre de Langues Internationales Charpentier, Quebec City, Canada
Taught English and Spanish to French-speaking businesspeople

AWARDS

Summer Fellowship

College of Arts and Letters, Michigan State University, Summer 2011

Timme Grant Recipient

Faculty Center for Teaching & Learning, Ferris State University, March 2010

Take Flight Award for service to Michigan Head Start

Telamon Corporation / Michigan Migrant Head Start, April 2009

Distinguished Contributor in Spanish Award

College of Arts & Letters, Michigan State University, May 2007

Outstanding Teaching Assistant of the Year

Spanish & Portuguese Department, Michigan State University, April 2006

INTERNATIONAL AND STUDY ABROAD EXPERIENCE

- **Study Abroad Faculty Leader and Instructor to Coronado, Costa Rica**
Responsible for the organization (proposal, budget, planning), and onsite oversight of a group of 10+ students from Ferris State University (June/July 2013; June/July 2014; May/June 2015)
- **Independent Travel (1994-2013):** Belgium, England, France, Mexico, Venezuela, Spain, Germany, Switzerland, Netherlands, Denmark, and Canada
- **La Universidad Tecnológica de Monterrey- campus Querétaro**
Research project in Queretaro, Mexico; interview with Prof. Nohemí Lugo for a project titled: “Mexican-American cultural contact with the Madre Patria: reception and identity in Mexico” (May 2007)
- **Program Assistant for Study Abroad program to Santander, Spain (MSU)**
(May– July 2005)
- **Université Laval in Quebec, Canada**
International student for French and Spanish immersion programs (Summers 1996-1999)
- **Mexico Cultural Diversity Program through University of Wisconsin-River Falls**
Participant in a three-week cultural study program in Mexico (1998-99)
- **Work Experience Abroad Program (WEA) to Waregem, Belgium**
Participant in three-month work program for agriculture through the National FFA Organization at the Willy De Nolf greenhouse and nursery (1994)

CONFERENCE PRESENTATIONS/ WORKSHOPS/COLLOQUIUMS

- *Harnessing Social Media for Study Abroad: before, during, and after: a Panel discussion*, Mountain Interstate Foreign Language Conference 2015, College of Charleston, Charleston, SC (Oct 2015)
- *Diversity in Literature Panel member*, Ferris State University. Big Rapids, MI (April 2015)
- *College Readiness in the Latino Population* presented at the 50th Anniversary Conference of the Telamon Corporation in Raleigh, NC (Mar 2015)
- *Invited Panel Member for a Colloquium Series on Nationalisms*, Ferris State University. Big Rapids, MI (March 2015)
- *Internationalize your Language Course: Global Awareness through News Articles in the Target Language* presented at the 2014 MILWA (Michigan World Language Association) Conference in Lansing, MI (Oct 2014)

- *Latino/Chicano representations of Mexicanness* presented as part of the Colloquium Series in the Department of Languages and Literature at Ferris State University. Big Rapids, MI (April 2013)
- *The Bilingual Board Book Project: Incorporating Community-Based Service-Learning Projects with migrant communities and Spanish students* presented at the 2012 Annual Michigan World Language Association (MIWLA) Conference presentation. Lansing, MI. (Oct 2012)
- *Re-writing the Mexican Revolution from the Mexican-American perspective: Oral History and the Written Word in Villaseñor's Rain of Gold* paper presented at the XV Congreso de Literatura Mexicana Contemporánea hosted at the University of Texas at El Paso (March 2010)
- *Nuevos protagonistas en las representaciones migratorias en el siglo XXI* paper presented at the 42nd Annual NCCLA (North Central Council of Latin Americanists) Conference hosted at University of Wisconsin-Whitewater (Oct 2008)
- Workshop Presenter on “Editing Exams and Quizzes” for Spanish Teaching Assistants and Instructors at the Fall Orientation in the Department of Spanish & Portuguese at MSU (Aug 2008)
- *Consumption of ‘Mexicanness’ in the Midwest: Mass Media and Cinco de Mayo* paper presented at the 41st Annual NCCLA (North Central Council of Latin Americanists) Conference hosted at University of Wisconsin- Eau Claire, WI (Oct 2007)
- *Desterritorialización y burla en Santa María del Circo de David Toscana* paper presented at the 2nd Interdisciplinary Colloquium on Hispanic Literatures, Linguistics, and Cultures: “Back to the Past? Discourse and Violence in Memory, Displacement, and Identity” at the University of Florida (Oct 2006)
- Border Studies Panel Moderator at the 7th Annual TROPOS Conference for Graduate Students at Michigan State University (Oct 2006)

COMPUTER SKILLS

Microsoft Word, Excel, PowerPoint, Publisher, ANGEL & Blackboard 9.1 (web-based instructional tools)

VOLUNTEER WORK

- Volunteered in the Michigan Migrant Task Force to ensure living and working conditions at 12 Migrant Camps in West Michigan (Summer 2013)
- Organized a Bilingual Board Book project between university students and the Michigan Migrant Head Start program (Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2011, Fall 2011, Spring 2012)
- Interpreting at the Annual Michigan Farmworker’s Convention (2008, 2009, 2010, 2011) Community Evaluator of the Michigan Migrant Head Start program (2009, 2010, 2011, 2012, 2013)

Ana I. Dávila
Department of Languages and Literature
3080 ASC, 820 Campus Dr.
Big Rapids, Mi. 49307
(231) 580 – 1429
Ana_davila-howard@ferris.edu

Education

- 1986-88 Pursue a Ph.D. degree in Spanish Literature, Florida State University, Tallahassee, Florida, as a full-time student. All requirements for Ph.D. degree completed except the dissertation.
- Fall 1984-86 Granted an M.A. degree in Library Science, Florida State University.
- Spring 1981 Granted a B.A. degree in Spanish Literature, University of Puerto Rico, Mayaguez Campus.

Employment Experience

Associate Professor of Spanish, Department of Languages and Literature, Ferris State University, 1989 until present.

One year contract as a temporary faculty, Professor of Spanish, Shorter College, Rome, GA, 1988- 89.

Courses Taught and teaching responsibilities

- Span 101 – 102 Elementary Spanish.** This level includes the introduction of the basic concepts of grammar stipulated by the American Council on the Teaching of World Languages; developing the basic language skills of reading, writing, speaking, and listening.
- Span 201 – 201 Intermediate Spanish.** This level includes the continuation of grammar concepts and the introduction to short literary and non literary readings in Spanish, and the gradual development of the language skills.
- Span 301 – 302 Advanced Spanish.** This level consists of the reviewing of more in depth grammar concepts and the discussion and comprehension of longer and more complex readings.

- Span 323** **Survey of Spanish Literature.** The purpose of this course is to introduce advance undergraduate students to some of Spain's most representative writings and writers from its beginnings in the Middle Ages to present times. The readings will be complemented with the necessary historical background for better comprehension of the reading selections. The readings will cover diverse literary genres such as: *fiction, theater, poetry, and essay.*
- Span 331** **Culture and Civilization of Spain.** The main goal of this course is to help students to have a better understanding and appreciation of the history and culture of Spain (including art, famous painters, writers, pop culture, music, film, etc.) from its beginning to present times through the use of a variety of realia such as: lectures, educational videos, newspapers, magazines, articles from the Internet, and the textbook.
- Span 343** **Hispanic Cinema.** The main goal of this course is to improve the student's cultural competency through the analysis and discussion of select films produced in the Spanish speaking world. In order to accomplish this goal, students will actively participate in daily discussions, video presentations, as well as reading and writing assignments. Another important goal of this course is help students to develop their critical thinking skills regarding the culture, history, politics and social problems depicted in the select films. This course is taught in the Target Language.
- Span 333** **Culture and Civilization of Latin America.** This course will help students to acquire substantial knowledge on Latin American Culture and Civilization. One of the main goals of this course is to learn the Latin American History, at the same time, the students will interconnect those historical events through a sample of cultural works, readings, discussions, to appreciate and enjoy a variety of literary works such as short stories, essays, poetry, music and film, that have contributed to shape Latin American Culture.
- Span 425** **Spanish Language Pedagogy.** This course consists of the learning techniques, approaches, and methodology of the teaching of a foreign language.

Departmental Service

Member, Literature Committee 2014 – 15
Member, Sabbatical Leave Committee 2013 - 15
Member, Faculty Development Committee 2013 – 14
Member, Non Tenured Track Committee 2010 – 13
Member, Faculty Development Committee 2008 – 10
Member, Tenure Review Committee, 2006 – 08
Member, Curriculum Committee, 2006 – 08
Member, Faculty Support and Development, 2002 – 03
Member, Search Committee, Spanish Sabbatical Replacement, 2003
Member, Search Committee, Spanish Faculty Member, 2000 – 2001
Curriculum Development Span 425, Spanish Pedagogy, 1997
Member, Search Committee, Spanish Sabbatical Replacement, 1994

University Service

Study Abroad Program to Costa Rica, Director, May - June 2015, 4 weeks
Study Abroad Program to Costa Rica, Director, June – July 2014, 17 days
Study Abroad Program to Costa Rica, Director, June – July 2013, 17 days
Study Abroad Program to Madrid, Spain, Director, July 2011, 3 weeks
Study Abroad Program to Barcelona, Spain, Director, July 2010, 3 weeks
Study Abroad Program to Madrid, Spain, Director, July 2008, 3 weeks
Study Abroad Program to Madrid, Spain, Director, July 2006, 3 weeks
Study Abroad Program to Madrid, Spain, Director, July 2005, 3 weeks
Study Abroad Program to Salamanca, Spain, Director, May 2004, 4 weeks
Study Abroad Program to Salamanca, Spain, Director, July 2002, 4 weeks
Study Abroad Program to Puerto Rico, Director, May 2000

Member, Global Consciousness Committee, 2010 – 12
Member, Cultural Enrichment Committee, 2012 - 14
Member, Drug and Substance Abuse Committee, 2005 - 07
Member, Athletic Advisory Committee, 2004 – 2006
Member and Recording Secretary, International Advisory Committee, 2004 – 05
Member, Cultural Enrichment Committee, 2004 – 2005

Professional Development Activities

Fall 2014 Part of planning committee, organizer, and facilitator for the Hispanic Month events, Day of the Dead event, West Campus

- Fall 2014 Part of campus wide committee Focus on Diversity Auditions
- Spring 2014 Guest speaker for SCHOLAR Program at Ferris, <The importance of traveling abroad>
- Spring 2014 Taught Conversational Spanish for the Latino Center for the Ferris Staff and Faculty
- Spring 2014 Facilitator of PBS documentary <Caribbean immigrants in the United States>
- Fall 2014 Participant, Study Abroad Fair at Ferris
- Fall 2013 Presenter, <How to develop writing skills in your Spanish classes> MiWLA (Michigan World Language Association), Lansing, Michigan
- Spring 2012 Guest speaker for SCHOLAR Program at Ferris, <The importance of foreign language in your professional career>
- Fall 2012 Presenter, <How to integrate cultural activities in the classroom> MiWLA (Michigan World Language Association) at Lansing, Michigan
- Spring 2011 Guest speaker for SCHOLAR Program at Ferris, <The importance of traveling abroad>
- Spring 2011 Participant, Study Abroad Fair at Ferris
- Spring 2011 Participant, International Fair at Ferris
- Fall 2011 Presenter, <Diego Rivera and Frida Kahlo, their lives and paintings> Hispanic Month Celebration
- Spring 2010 Guest speaker for SCHOLAR Program at Ferris, <The importance of traveling abroad>
- Fall 2010 Presenter, <Sing and Play games in the Spanish classroom> MiWLA, Lansing, Michigan
- Fall 2010 Presenter of Altar for the Day of the Dead celebration, Hispanic Pride Month Celebration
- Spring 2009 Guest speaker for SCHOLAR Program at Ferris, <The importance of foreign languages in your professional career>

- Fall 2009 Guest speaker at Professor Topcu's class <Burial traditions in the Hispanic World>
- Spring 2008 Guest speaker at Professor Pisani's class <Puerto Rico, statehood or not?>
- Fall 2009 Guest speaker at Professor Baker's class <Puerto Rico and puertorrican culture
- Spring 2008 Attendee, Six-hour workshop on TPR (Total Physical Response) at MiWLA, Lansing, Michigan
- Fall 2007 Presenter, <How to integrate technology in everyday basic Spanish classes> at MiWLA, Lansing, Michigan
- Spring 2006 Guest speaker at Professor Baker's class <The issue of statehood in Puerto Rican culture>
- Fall 2006 Member of panel <Hispanic Immigration in the United States> in conjunction with Professors Griffin and Baker, Hispanic Pride Month Celebration

Besides the above mention activities I do continue doing Independent Studies for students pursuing the minor in Spanish, do translations and interpretations for the Ferris community (translated brochures for the Social Work program and for the Ferris Spanish Website) and I am actively involved in activities with my students to promote the Spanish language and culture.

Lucero Flores-Páez
Ferris State University
Languages and Literature
ASC3034

(231) 591-3627 floresl@ferris.edu

EMPLOYMENT

- Assistant Professor of Spanish, Ferris State University, Big Rapids, MI August 2014 to present
- Visiting Assistant Professor of Spanish, Westminster College, Fulton, MO January 2014
- Assistant Professor of Spanish, University of Louisiana, Monroe, LA, August 2011-May 2013
- Copy Editor AP Spanish Language, Apex Learning (Independent Contractor), April – June 2013
- Spanish Lecturer, Coastal Carolina University, Conway, SC, August 2010 – July 2011.
- Graduate Instructor, University of California, Riverside, CA, September 2007 – July 2010
- Graduate Instructor, University of Colorado, Boulder, CO, August 2005 – May 2006
- Graduate Instructor, Washington State University, Pullman WA, August 2003 - May 2005
- Spanish Teaching Assistant, Spokane Falls Community College, Spokane, WA, September 2001 – August 2002

EDUCATION

- University of California, Riverside, CA, Ph.D. Hispanic Studies, December 2010
- Washington State University, M.A Foreign Languages and Cultures, May 2005
- Universidad del Valle, Cali-Colombia, B.A Modern Languages, November 2001

FELLOWSHIPS AND AWARDS

University of California, Riverside, Graduate Division Fellowship, 2006 – 2007

AREAS OF RESEARCH INTEREST

Contemporary peninsular literature and culture, national identity, nationalism, immigration, and performance studies

CONFERENCE PAPERS

“Isaac Rosa *El país del miedo*: Nos regalan miedo para vendernos seguridad.” Midwest Modern Language Association. 57th Annual Convention. November 12th – 14th, 2015.

“Remembering and Disremembering: National identity in Spain.” Negotiating National and Cultural Identities. Languages and Literatures Colloquium. February 19th, 2015.

“*Más allá del mar de arena y Diario de un ilegal: Diálogo intercultural*” SAMLA Convention. Durham, NC. November 9-11, 2012.

“Nea Sodomá: La manipulación de la historia (otra vez)” 66th Annual RMMLA Convention. Boulder, Colorado. October 11-13, 2012.

“Memoria y metaficción en *El vano ayer* de Isaac Rosa.” The Association of Graduate Students of the Department of Hispanic Studies. University of California, Riverside. Géneros en crisis. October 13th 2007.

“El relato de Forcat: Una ilusión cinematográfica” Cine-Lit VI: An International Conference on Hispanic Film and Fiction. Portland State University, Oregon State University, and Northwest Film Center, February 22-24 2007.

“*Beltenebros: A (Re) Search for Identity.*” 104th Annual PAMLA Meeting. Riverside, CA. Nov. 10-11, 2006.

Panel Chair. **Artes Visuales, Literatura y Movimientos Culturales en la España del Siglo XX.** 60th Annual RMMLA Convention Tucson, AZ. October 12-14, 2006

“Historia e identidad en *La novia oscura* de Laura Restrepo.” ILASSA XXVI Student Conference on Latin America. February 9-11, 2006

Tristana (sur) realista. 59th Annual RMMLA Convention. Coeur d'Alene, ID. October 20-22, 2005.

TEACHING EXPERIENCE

Ferris State University, Big Rapids, MI, Aug. 2014 – to present

Elementary Spanish 1

Elementary Spanish 2

Intermediate Spanish 1

Advance Spanish 1

Advance Spanish 2

Westminster College, Fulton, MO, January – May 2014

Elementary and Intermediate Spanish

Spanish Drama (Survey from XVII century to the Spanish Postwar)

Civilization of Spain (Summer online class)

University of Louisiana, Monroe, 2011 – 2013

Elementary and Intermediate Spanish

Culture and Civilization of Spain

Contemporary Spanish Literature (undergraduate and graduate course)

Commercial Spanish (Spanish for business)

Coastal Carolina University, 2010-2011

Elementary Spanish

Intensive Spanish I and II

Elementary Spanish I and II for the health professions

University of California, Riverside, 2007 – 2010

Elementary and Intermediate Spanish

University of Colorado, Boulder, 2005 – 2006

Elementary Spanish

Washington State University, 2003 – 2005

Elementary and Intermediate Spanish

Conversation classes

Instructor extension program, intensive Spanish Institute, Walla-Walla fall 2004

Demo class presentation to high school students, spring 2004 and fall 2004

Instructor extension program, Spanish Immersion Program, Wenatchee summer 2005, 2006 and 2007

Spokane Falls Community College, 2001 – 2002

Team - teach Elementary and Intermediate Spanish

Conversation classes

Attend the Spanish table once a week every week

Talk individually with 2nd year students, give them feedback about the language skills and help them to develop them more

LANGUAGES AND OTHER SKILLS

Spanish native Speaker
Fluent in English

Very good knowledge of French and Portuguese, reading, writing and understanding
Considerable experience with WebCT, Blackboard and Moodle
Creation of a website as a requirement for a class Technology Language Learning at
Washington State University, <http://www.forlang.wsu.edu/for1541/2004/lflores/>
English teacher at preschool and primary school and Language Institutes. September
1998 – June 2001, and September 2002 – June 2003 Cali – Colombia.

PROFESSIONAL AFFILIATIONS

Modern Language Association
Midwest Modern language Association
South Atlantic Modern Language Association
Rocky Modern Language Association
Pacific Ancient Modern Language Association
American Association of Teachers of Spanish and Portuguese

UNIVERSITY SERVICE

Member of the Spanish Major Planning Committee at Ferris State University. Fall 2014 –
to present
Films Series on Immigration, fall 2014, organizer. Ferris State University
Advisor of Phi Tau Gamma (Foreign Language Club), University of Louisiana, Monroe,
2012 – 2013

Kristin Oplinger

3324 N. Sherman Road
Weidman, MI 48893
(989) 513-3771
Kristinoplinger14@gmail.com

EDUCATION

Central Michigan University, Mount Pleasant, MI

Master of Arts, received May 2014

Master of Arts in Teaching English to Speakers of Other Languages (TESOL)

MI Certification: NS: Secondary Education 6-12 grades

Central Michigan University, Mount Pleasant, MI

Master of Arts, received December 2010

Master's of Art Degree in Spanish

Central Michigan University, Mount Pleasant, MI

Bachelor of Science Degree in Education, Secondary Emphasis, received August 2007

Major: English

MI Certification: BA: Secondary Education 6-12 grades

Major: Spanish

MI Certification: FF: All Levels K-12

Minor: Journalism

WORK EXPERIENCE

August 2012-present, Ferris State University, Big Rapids, MI

Visiting Professor

- Instructed both SPAN 101 and SPAN 102 and developed course syllabuses
- Aided in the development of a Spanish major
- Provided multiple instructional methods to reach the most students' learning styles

January 2012-August 2012, Ferris State University, Big Rapids, MI

English as a Second Language Adjunct Faculty

- Taught English for academic purposes to international students
- Organized and integrated cultural learning opportunities into the program
- Participated in cultural events for international students organized by international students

August 2011-Decmeber 2011, Saginaw Valley State University, Saginaw, MI

English as a Second Language Instructor

- Facilitated English language acquisition in a variety of advanced level skill-focused classes
- Integrated cultural activities into classroom curriculum
- Implemented teaching strategies to reach multiple types of learners

August 2007-June 2011, Breckenridge Community Schools, Breckenridge, MI
Spanish & English Teacher grades 6-12

- Instruct 7th-12th grade students the basic elements of the languages
- Encourage students to see connections between other cultures and their own
- Provide real-world scenarios for students to apply their language skills

Spring 2007 Governor Stirling Senior High, Perth, Australia
English Student Teacher, Supervising Teacher Ms. Diane Bunten

- Worked with Diane Bunten in her high school English classes
- Developed and implemented my own lessons in the classrooms
- Adapted and worked in a new cultural and educational setting

Spring 2006 Central Michigan University, Mount Pleasant, MI
Teaching Assistant for Spanish 101

- Independently instructed conversation hour portion of Spanish 101
- Included my personal cultural experiences into the curriculum
- Aided students in their development of their Spanish conversation skills

PROFESSIONAL DEVELOPMENT

- Michigan Teachers of English to Speakers of Other Languages (MiTESOL) Member 2011-2014
- Michigan World Language Association (MiWLA) Member, 2007-2015
- Michigan World Language Association Conference, Lansing, MI Oct. 2006-Oct. 2014
- American Association of Teachers of Spanish and Portuguese Member, 2013-2014
- MiTESOL Conference 2012,2013
- Lighthouse Summer Symposium, Ferris State University, Big Rapids, MI Summer 2013
- Certificate for Online Adjunct Teaching (COAT), Maryland Online, Spring 2013
- Quality Matters Training, Ferris State University, Spring 2012
- Lily Conference North, Traverse City, MI, September 2012
- Central States World Language Teachers Conference Chicago, IL March 2009
- Michigan High School Athletic Association Coach 2007-2008

HONORS

- Central Michigan University Honors Program Graduate, August 2007
- Cum Laude Graduate of Central Michigan University, August 2007
- Sigma Delta Pi: Spanish Honors Fraternity Graduate, August 2007
- Phi Beta Delta Honors Society for International Scholars Graduate, August 2007

LEADERSHIP EXPERIENCE & ACTIVITIES

- Languages & Literature Planning Committee, Ferris State University, 2014-2015
- World Languages Committee, Ferris State University, 2014-2015
- Learn About Course Evaluation Using the IDEA Instrument, Ferris State University, September 2014
- FLITE Resources for Teaching and Learning Session, Ferris State University, September 2014
- Developer for Spanish Major Creation & Spanish Minor Revisions, Ferris State University, 2013-2015
- Online Course Fair, Ferris State University, Big Rapids, MI 2013
- International Festival of Cultures, Ferris State University, Spring 2012
- Translated for visiting Mexican Folk Artists, Ferris State University, Fall 2013
- Translated for Explorica Teacher's Convention, San Juan, Puerto Rico, January 2011
- Studied Abroad in Valdivia, Chile Summer 2010
- Studied Abroad in Alicante, Spain Summer 2009
- Central Michigan University Foreign Language Day Facilitator April 2009, April 2010
- Breckenridge High School Spanish Club Advisor 2007-2011
- Studied Abroad in Perth, Australia April-June 2007
- Studied Abroad in Seville, Spain January-May 2005

REFERENCES

-
- **Mr. Troy Brouso**
Senior Training Coordinator
Saudi Electrical Services Polytechnic
Riyadh, Saudi Arabia
Phone: 96-659-559-3227
Email: t.brouso@gmail.com

 - **Dr. Richard W. Forest**
Director, English Language Institute
Assistant Professor, Department of English Language and Literature
English Language Institute
Ronan 350
Central Michigan University
Mount Pleasant, MI 48859
Work Phone: (989)774-2567
Email: foreslrw@cmich.edu

Appendix C: IDEA Course Evaluations

SPAN 101 (VL2): Beginning Spanish 1

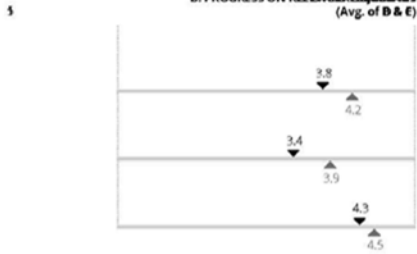
Fall 2014 | Eric Warner | FIF Discipline: Romance Languages & Literatures

13 Students Enrolled
3 Students Responded
23.08% Response Rate

Summative

▼ | Adjusted
▲ | Raw
| 3 Point Plus/Minus

Your Average Scores
5 Point Scale
B. PROGRESS ON RELEVANT OBJECTIVES
(Avg. of D & E)



Your Overall Mean Ratings
5 Point Scale

Overall Ratings	Raw	Adj.
D. Excellent Teacher	4.7	4.3
E. Excellent Course	4.3	4.2

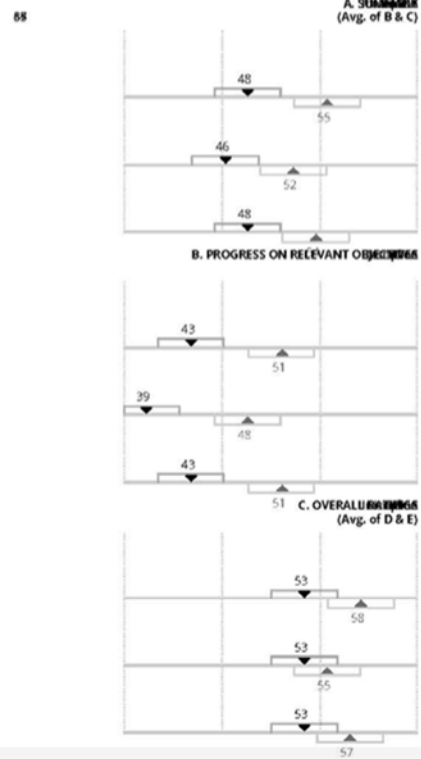
Your Overall Converted Ratings
100 Point Scale

Overall Ratings	Raw	Adj.
D. Excellent Teacher		
IDEA	58	52
Discipline	56	52
Institution	57	53
E. Excellent Course		
IDEA	57	54
Discipline	54	54
Institution	56	53

Converted Average Buckets
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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Your Converted Average
100 Point Scale



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average 100 Point Scale					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining factual knowledge (terminology, classifications, methods, trends)	M	3.7	3.4	0	67	43	39	36	36	42	39
Learning fundamental principles, generalizations, or theories	M	3.7	3.4	0	67	44	39	42	41	43	39
Learning to apply course material (to improve thinking, problem solving, and decisions)	M	4	3.5	0	100	50	42	47	44	49	42
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	4	3.7	0	100	49	43	50	47	49	44
Acquiring skills in working with others as a member of a team	M	3.7	3.1	0	67	46	37	46	39	47	41
Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	M	3.7	3.1	0	67	47	39	46	37	46	38
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	4	3.4	0	100	54	46	47	38	53	45
Developing skill in expressing myself orally or in writing	E	4	3.4	0	100	53	44	48	35	53	44
Learning how to find and use resources for answering questions or solving problems	M	4	3.5	0	100	55	45	54	47	52	44
Developing a clearer understanding of, and commitment to, personal values	I	3.7	3.1	0	67	48	40	47	40	48	40
Learning to analyze and critically evaluate ideas, arguments, and points of view	M	3.7	3.1	0	67	47	38	45	40	46	38
Acquiring an interest in learning more by asking my own questions and seeking answers	M	3.3	2.8	0	33	42	31	37	31	41	32

Course Description	Your Average	Your Converted Average 100 Point Scale		
		IDEA	Discipline	Institution
Amount of reading	3.3	52	54	52
Amount of work in other (non reading assignments)	4	60	61	61
Difficulty of subject matter	3	43	35	43

Student Description	Your Average	Your Converted Average 100 Point Scale		
		IDEA	Discipline	Institution
I worked harder on this course than on most courses I have taken.	3	40	35	41
I really wanted to take this course regardless of who taught it.	3.3	50	46	51
As a rule, I put forth more effort than other students on academic work.	4	62	52	56

Formative

Stimulating Student Interest	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	3.7	33% (1 ro 2) 67% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	3.7	33% (1 ro 2) 67% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	3.3	33% (1 ro 2) 33% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.7	33% (1 ro 2) 67% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Fostering Student Collaboration	Your Average	Students Rating	Suggested Action
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	3.3	33% (1 ro 2) 67% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Asked students to help each other understand ideas or concepts	3.7	33% (1 ro 2) 67% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Establishing Rapport	Your Average	Students Rating	Suggested Action
Displayed a personal interest in students and their learning	4.3	0% (1 ro 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Found ways to help students answer their own questions	4.3	0% (1 ro 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained the reasons for criticisms of students' academic performance	3.7	33% (1 ro 2) 67% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Encouraging Student Involvement	Your Average	Students Rating	Suggested Action
Related course material to real life situations	4	0% (1 ro 2) 67% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	3.7	33% (1 ro 2) 67% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Structuring Classroom Experiences	Your Average	Students Rating	Suggested Action
Made it clear how each topic fit into the course	3.7	33% (1 ro 2) 67% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4	0% (1 ro 2) 67% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Quantitative

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasional	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Displayed a personal interest in students and their learning	0% (0)	0% (0)	0% (0)	66.67% (2)	33.33% (1)	3	0	0.47	4.33
Found ways to help students answer their own questions	0% (0)	0% (0)	0% (0)	66.67% (2)	33.33% (1)	3	0	0.47	4.33
Scheduled course work (class activities, tests, projects) in ways which encourage students to stay up-to-date in their work	0% (0)	33.33% (1)	0% (0)	33.33% (1)	33.33% (1)	3	0	1.25	3.67
Demonstrated the importance and significance of the subject matter	0% (0)	33.33% (1)	0% (0)	33.33% (1)	33.33% (1)	3	0	1.25	3.67
Formed "teams" or "discussion groups" to facilitate learning	33.33% (1)	0% (0)	33.33% (1)	0% (0)	33.33% (1)	3	0	1.63	3
Made it clear how each topic fit into the course	0% (0)	33.33% (1)	0% (0)	33.33% (1)	33.33% (1)	3	0	1.25	3.67
Explained the reasons for criticisms of students' academic performance	0% (0)	33.33% (1)	0% (0)	33.33% (1)	33.33% (1)	3	0	1.25	3.67
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	33.33% (1)	0% (0)	33.33% (1)	33.33% (1)	3	0	1.25	3.67
Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	33.33% (1)	0% (0)	0% (0)	33.33% (1)	33.33% (1)	3	0	1.7	3.33
Explained course material clearly and concisely	0% (0)	0% (0)	33.33% (1)	33.33% (1)	33.33% (1)	3	0	0.82	4
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	33.33% (1)	33.33% (1)	33.33% (1)	3	0	0.82	4
Gave tests, projects, etc. that covered the most important points of the course	33.33% (1)	0% (0)	0% (0)	33.33% (1)	33.33% (1)	3	0	1.7	3.33
Introduced stimulating ideas about the subject	0% (0)	33.33% (1)	33.33% (1)	0% (0)	33.33% (1)	3	0	1.25	3.33
Involved students in "hands on" projects such as research, case studies, or "real life" activities	33.33% (1)	0% (0)	0% (0)	33.33% (1)	33.33% (1)	3	0	1.7	3.33
Inspired students to set and achieve goals which really challenged them	0% (0)	33.33% (1)	0% (0)	33.33% (1)	33.33% (1)	3	0	1.25	3.67
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	33.33% (1)	0% (0)	0% (0)	33.33% (1)	33.33% (1)	3	0	1.7	3.33
Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0% (0)	0% (0)	0% (0)	66.67% (2)	33.33% (1)	3	0	0.47	4.33
Asked students to help each other understand ideas or concepts	0% (0)	33.33% (1)	0% (0)	33.33% (1)	33.33% (1)	3	0	1.25	3.67
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	33.33% (1)	0% (0)	33.33% (1)	33.33% (1)	3	0	1.25	3.67
Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	0% (0)	0% (0)	33.33% (1)	33.33% (1)	33.33% (1)	3	0	0.82	4
<i>Progress On:</i>									
	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining factual knowledge (terminology, classifications, methods, trends)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	0% (0)	3	0	0.47	3.67

Learning fundamental principles, generalizations, or theories	0% (0)	0% (0)	33.33% (1)	66.67% (2)	0% (0)	3	0	0.47	3.67
Learning to apply course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	3	0	0	4
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	3	0	0	4
Acquiring skills in working with others as a member of a team	0% (0)	0% (0)	33.33% (1)	66.67% (2)	0% (0)	3	0	0.47	3.67
Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	0% (0)	3	0	0.47	3.67
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	3	0	0	4
Developing skill in expressing myself orally or in writing	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	3	0	0	4
Learning how to find and use resources for answering questions or solving problems	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	3	0	0	4
Developing a clearer understanding of, and commitment to, personal values	0% (0)	0% (0)	33.33% (1)	66.67% (2)	0% (0)	3	0	0.47	3.67
Learning to analyze and critically evaluate ideas, arguments, and points of view	0% (0)	0% (0)	33.33% (1)	66.67% (2)	0% (0)	3	0	0.47	3.67
Acquiring an interest in learning more by asking my own questions and seeking answers	0% (0)	0% (0)	66.67% (2)	33.33% (1)	0% (0)	3	0	0.47	3.33
On the next three items, compare this course with others you have taken at this institution. The Course:	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of reading	0% (0)	0% (0)	66.67% (2)	33.33% (1)	0% (0)	3	0	0.47	3.33
Amount of work in other (non-reading) assignments	0% (0)	0% (0)	33.33% (1)	33.33% (1)	33.33% (1)	3	0	0.82	4
Difficulty of subject matter	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	3	0	0	3
Describe your attitudes and behavior in this course.	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
I had a strong desire to take this course.	0% (0)	0% (0)	66.67% (2)	33.33% (1)	0% (0)	3	0	0.47	3.33
I worked harder on this course than on most courses I have taken.	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	3	0	0	3
I really wanted to take a course from this instructor.	0% (0)	0% (0)	66.67% (2)	33.33% (1)	0% (0)	3	0	0.47	3.33
I really wanted to take this course regardless of who taught it.	0% (0)	0% (0)	66.67% (2)	33.33% (1)	0% (0)	3	0	0.47	3.33
As a result of taking this course, I have more positive feelings toward this field of study.	0% (0)	0% (0)	66.67% (2)	33.33% (1)	0% (0)	3	0	0.47	3.33
For the following items, choose the option that best corresponds to your judgement.	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	3	0	0	4
The instructor used a variety of methods—not only tests—to evaluate student progress on course objectives.	0% (0)	0% (0)	33.33% (1)	66.67% (2)	0% (0)	3	0	0.47	3.67
The instructor expected students to take their share of responsibility for learning.	0% (0)	0% (0)	33.33% (1)	66.67% (2)	0% (0)	3	0	0.47	3.67
The instructor had high achievement standards in this class.	0% (0)	0% (0)	33.33% (1)	66.67% (2)	0% (0)	3	0	0.47	3.67
The instructor used educational technology (e.g. Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.	0% (0)	0% (0)	33.33% (1)	66.67% (2)	0% (0)	3	0	0.47	3.67
Describe your attitudes and behavior in this course.	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
Overall, I rate this course as excellent.	0% (0)	0% (0)	0% (0)	66.67% (2)	33.33% (1)	3	0	0.47	4.33

Qualitative

Spring 2015 Summary Report
GUSTAVO RODRIGUEZ

Course Sections	Enrolled Students	Responded Students	Response Rate
A SPAN 102 (2): Beginning Spanish 2	23	14	60.87%
B SPAN 302 (1): Advanced Spanish 2	10	4	40%
Overall	33	18	54.55%

Describe the frequency of your instructor's teaching procedures.

The Instructor:

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Standard Deviation	Did Not Answer	Total Responses
Displayed a personal interest in students and their learning									
A	0% (0)	0% (0)	0% (0)	14.29% (2)	85.71% (12)	4.86	0.35	0	14
B	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	5	0	0	4
Found ways to help students answer their own questions									
A	0% (0)	0% (0)	14.29% (2)	21.43% (3)	64.29% (9)	4.5	0.73	0	14
B	0% (0)	0% (0)	25% (1)	75% (3)	0% (0)	3.75	0.43	0	4
Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work									
A	0% (0)	0% (0)	0% (0)	50% (7)	50% (7)	4.5	0.5	0	14
B	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)	4.25	0.83	0	4
Demonstrated the importance and significance of the subject matter									
A	0% (0)	0% (0)	7.14% (1)	28.57% (4)	64.29% (9)	4.57	0.62	0	14
B	0% (0)	0% (0)	25% (1)	50% (2)	25% (1)	4	0.71	0	4
Formed "teams" or "discussion groups" to facilitate learning									
A	0% (0)	0% (0)	0% (0)	28.57% (4)	71.43% (10)	4.71	0.45	0	14
B	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4.5	0.5	0	4

Describe the frequency of your instructor's teaching procedures.

The Instructor:

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Standard Deviation	Did Not Answer	Total Responses
Made it clear how each topic fit into the course									
A	0% (0)	0% (0)	7.14% (1)	35.71% (5)	57.14% (8)	4.5	0.63	0	14
B	0% (0)	0% (0)	0% (0)	75% (3)	25% (1)	4.25	0.43	0	4
Explained the reasons for criticisms of students' academic performance									
A	0% (0)	0% (0)	21.43% (3)	28.57% (4)	50% (7)	4.29	0.8	0	14
B	0% (0)	25% (1)	0% (0)	50% (2)	25% (1)	3.75	1.09	0	4
Stimulated students to intellectual effort beyond that required by most courses									
A	0% (0)	0% (0)	28.57% (4)	28.57% (4)	42.86% (6)	4.14	0.83	0	14
B	0% (0)	0% (0)	25% (1)	75% (3)	0% (0)	3.75	0.43	0	4
Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding									
A	7.14% (1)	0% (0)	14.29% (2)	42.86% (6)	35.71% (5)	4	1.07	0	14
B	0% (0)	25% (1)	25% (1)	50% (2)	0% (0)	3.25	0.83	0	4
Explained course material clearly and concisely									
A	7.14% (1)	0% (0)	0% (0)	21.43% (3)	71.43% (10)	4.5	1.05	0	14
B	0% (0)	0% (0)	0% (0)	75% (3)	25% (1)	4.25	0.43	0	4

Describe the frequency of your instructor's teaching procedures.

The Instructor:

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Standard Deviation	Did Not Answer	Total Responses
Related course material to real life situations									
A	0% (0)	0% (0)	21.43% (3)	28.57% (4)	50% (7)	4.29	0.8	0	14

Describe the frequency of your instructor's teaching procedures.

The instructor:

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Standard Deviation	Did Not Answer	Total Responses
B	0% (0)	0% (0)	25% (1)	75% (3)	0% (0)	3.75	0.43	0	4

Gave tests, projects, etc. that covered the most important points of the course

A	0% (0)	0% (0)	0% (0)	28.57% (4)	71.43% (10)	4.71	0.45	0	14
B	0% (0)	0% (0)	0% (0)	75% (3)	25% (1)	4.25	0.43	0	4

Introduced stimulating ideas about the subject

A	0% (0)	0% (0)	14.29% (2)	42.86% (6)	42.86% (6)	4.29	0.7	0	14
B	0% (0)	0% (0)	0% (0)	100% (4)	0% (0)	4	0	0	4

Involved students in "hands on" projects such as research, case studies, or "real life" activities

A	0% (0)	14.29% (2)	7.14% (1)	35.71% (5)	42.86% (6)	4.07	1.03	0	14
B	0% (0)	0% (0)	50% (2)	50% (2)	0% (0)	3.5	0.5	0	4

Inspired students to set and achieve goals which really challenged them

A	0% (0)	7.14% (1)	21.43% (3)	42.86% (6)	28.57% (4)	3.93	0.88	0	14
B	0% (0)	50% (2)	0% (0)	25% (1)	25% (1)	3.25	1.3	0	4

Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own

A	0% (0)	7.14% (1)	14.29% (2)	35.71% (5)	42.86% (6)	4.14	0.91	0	14
B	0% (0)	0% (0)	0% (0)	75% (3)	25% (1)	4.25	0.43	0	4

Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve

A	0% (0)	0% (0)	0% (0)	42.86% (6)	57.14% (8)	4.57	0.49	0	14
B	0% (0)	0% (0)	0% (0)	100% (4)	0% (0)	4	0	0	4

Asked students to help each other understand ideas or concepts

A	0% (0)	0% (0)	7.14% (1)	50% (7)	42.86% (6)	4.36	0.61	0	14
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Describe the frequency of your instructor's teaching procedures.

The Instructor:

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Standard Deviation	Did Not Answer	Total Responses
B	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4.5	0.5	0	4
Gave projects, tests, or assignments that required original or creative thinking									
A	0% (0)	0% (0)	7.14% (1)	42.86% (6)	50% (7)	4.43	0.62	0	14
B	0% (0)	0% (0)	25% (1)	50% (2)	25% (1)	4	0.71	0	4
Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)									
A	0% (0)	7.14% (1)	14.29% (2)	35.71% (5)	42.86% (6)	4.14	0.91	0	14
B	25% (1)	0% (0)	25% (1)	0% (0)	50% (2)	3.5	1.66	0	4

Progress On:

	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	Mean	Standard Deviation	Did Not Answer	Total Responses
Gaining factual knowledge (terminology, classifications, methods, trends)									
A	7.14% (1)	7.14% (1)	0% (0)	35.71% (5)	50% (7)	4.14	1.19	0	14
B	0% (0)	0% (0)	0% (0)	75% (3)	25% (1)	4.25	0.43	0	4
Learning fundamental principles, generalizations, or theories									
A	7.14% (1)	0% (0)	7.14% (1)	35.71% (5)	50% (7)	4.21	1.08	0	14
B	0% (0)	0% (0)	25% (1)	50% (2)	25% (1)	4	0.71	0	4
Learning to apply course material (to improve thinking, problem solving, and decisions)									
A	7.14% (1)	7.14% (1)	7.14% (1)	28.57% (4)	50% (7)	4.07	1.22	0	14
B	0% (0)	0% (0)	25% (1)	50% (2)	25% (1)	4	0.71	0	4
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course									
A	0% (0)	0% (0)	28.57% (4)	28.57% (4)	42.86% (6)	4.14	0.83	0	14

Progress On:

	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	Mean	Standard Deviation	Did Not Answer	Total Responses
B	0% (0)	25% (1)	0% (0)	50% (2)	25% (1)	3.75	1.09	0	4
Acquiring skills in working with others as a member of a team									
A	7.14% (1)	0% (0)	7.14% (1)	28.57% (4)	57.14% (8)	4.29	1.1	0	14
B	0% (0)	0% (0)	0% (0)	100% (4)	0% (0)	4	0	0	4
Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)									
A	0% (0)	7.14% (1)	14.29% (2)	35.71% (5)	42.86% (6)	4.14	0.91	0	14
B	0% (0)	0% (0)	25% (1)	75% (3)	0% (0)	3.75	0.43	0	4
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)									
A	0% (0)	7.14% (1)	7.14% (1)	42.86% (6)	42.86% (6)	4.21	0.86	0	14
B	25% (1)	0% (0)	0% (0)	75% (3)	0% (0)	3.25	1.3	0	4
Developing skill in expressing myself orally or in writing									
A	7.14% (1)	0% (0)	0% (0)	50% (7)	42.86% (6)	4.21	1.01	0	14
B	0% (0)	0% (0)	25% (1)	75% (3)	0% (0)	3.75	0.43	0	4
Learning how to find and use resources for answering questions or solving problems									
A	7.14% (1)	7.14% (1)	0% (0)	35.71% (5)	50% (7)	4.14	1.19	0	14
B	0% (0)	25% (1)	25% (1)	50% (2)	0% (0)	3.25	0.83	0	4
Developing a clearer understanding of, and commitment to, personal values									
A	14.29% (2)	7.14% (1)	0% (0)	28.57% (4)	50% (7)	3.93	1.44	0	14
B	25% (1)	0% (0)	25% (1)	50% (2)	0% (0)	3	1.22	0	4
Learning to analyze and critically evaluate ideas, arguments, and points of view									
A	7.14% (1)	14.29% (2)	14.29% (2)	28.57% (4)	35.71% (5)	3.71	1.28	0	14
B	0% (0)	0% (0)	50% (2)	50% (2)	0% (0)	3.5	0.5	0	4

Progress On:

	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	Mean	Standard Deviation	Did Not Answer	Total Responses
Acquiring an interest in learning more by asking my own questions and seeking answers									
A	0% (0)	7.14% (1)	14.29% (2)	28.57% (4)	50% (7)	4.21	0.94	0	14
B	0% (0)	25% (1)	25% (1)	50% (2)	0% (0)	3.25	0.83	0	4

On the next three items, compare this course with others you have taken at this institution.

The Course:

	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	Mean	Standard Deviation	Did Not Answer	Total Responses
Amount of reading									
A	7.14% (1)	21.43% (3)	42.86% (6)	21.43% (3)	7.14% (1)	3	1	0	14
B	0% (0)	25% (1)	50% (2)	0% (0)	25% (1)	3.25	1.09	0	4
Amount of work in other (non-reading) assignments									
A	0% (0)	0% (0)	78.57% (11)	14.29% (2)	7.14% (1)	3.29	0.59	0	14
B	0% (0)	0% (0)	50% (2)	50% (2)	0% (0)	3.5	0.5	0	4
Difficulty of subject matter									
A	0% (0)	14.29% (2)	35.71% (5)	50% (7)	0% (0)	3.36	0.72	0	14
B	0% (0)	0% (0)	75% (3)	25% (1)	0% (0)	3.25	0.43	0	4

Describe your attitudes and behavior in this course.

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
I had a strong desire to take this course.									
A	0% (0)	7.14% (1)	21.43% (3)	35.71% (5)	35.71% (5)	4	0.93	0	14
B	0% (0)	0% (0)	0% (0)	75% (3)	25% (1)	4.25	0.43	0	4

I worked harder on this course than on most courses I have taken.

For the following items, choose the option that best corresponds to your judgement.

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
B	0% (0)	0% (0)	25% (1)	50% (2)	25% (1)	4	0.71	0	4

The instructor had high achievement standards in this class.

A	0% (0)	0% (0)	7.14% (1)	57.14% (8)	35.71% (5)	4.29	0.59	0	14
B	0% (0)	0% (0)	50% (2)	25% (1)	25% (1)	3.75	0.83	0	4

The instructor used educational technology (e.g. Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.

A	0% (0)	7.14% (1)	0% (0)	50% (7)	42.86% (6)	4.29	0.8	0	14
B	0% (0)	0% (0)	0% (0)	100% (4)	0% (0)	4	0	0	4

Describe your attitudes and behavior in this course.

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
Overall, I rate this instructor an excellent teacher.									
A	0% (0)	7.14% (1)	0% (0)	21.43% (3)	71.43% (10)	4.57	0.82	0	14
B	0% (0)	0% (0)	25% (1)	0% (0)	75% (3)	4.5	0.87	0	4

Overall, I rate this course as excellent.

A	0% (0)	0% (0)	14.29% (2)	28.57% (4)	57.14% (8)	4.43	0.73	0	14
B	0% (0)	0% (0)	25% (1)	50% (2)	25% (1)	4	0.71	0	4

Six learning outcomes are listed below. Please describe the amount of progress you made on each outcome even if the wording is similar to previously asked survey items.

	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	Mean	Standard Deviation	Did Not Answer	Total Responses
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures									
A	0% (0)	7.14% (1)	0% (0)	28.57% (4)	64.29% (9)	4.5	0.82	0	14

Six learning outcomes are listed below. Please describe the amount of progress YOU made on each outcome even if the wording is similar to previously asked survey items.

	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Expfional Progress	Mean	Standard Deviation	Did Not Answer	Total Responses
II	0% (0)	0% (0)	25% (1)	75% (3)	0% (0)	3.75	0.43	0	
Developing ethical reasoning and/or ethical decision making									
a	7.14% (1)	7.14% (1)	7.14% (1)	28.57% (4)	50% (7)	4.07	1.22	0	14
II	0% (0)	0% (0)	50% (2)	50% (2)	0% (0)	3.5	0.5	0	4
Learning to apply knowledge and skills to benefit others or serve the public good									
a	14.29% (2)	0% (0)	7.14% (1)	35.71% (5)	42.86% (6)	3.93	1.33	0	14
II	0% (0)	25% (1)	50% (2)	25% (1)	0% (0)	3	0.71	0	4
Learning appropriate methods for collecting, analyzing, and interpreting numerical information									
a	7.14% (1)	21.43% (3)	14.29% (2)	14.29% (2)	42.86% (6)	3.64	1.39	0	14
m	50% (2)	0% (0)	25% (1)	25% (1)	0% (0)	2.25	1.3	0	4
Learning how to find, evaluate, and use resources to explore a topic in depth									
a	7.14% (1)	7.14% (1)	21.43% (3)	21.43% (3)	42.86% (6)	3.86	1.25	0	14
II	25% (1)	25% (1)	0% (0)	50% (2)	0% (0)	2.75	1.3	0	4
Gaining a basic understanding of the subject (e.g. factual knowledge, methods, principles, generalizations, theories)									
a	0% (0)	0% (0)	14.29% (2)	28.57% (4)	57.14% (8)	4.43	0.73	0	14
a	0% (0)	0% (0)	0% (0)	100% (4)	0% (0)	4	0	0	4

Describe the frequency of your instructor's teaching methods.

The instructor:

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Standard Deviation	Did Not Answer	Total Responses
Helped students to Interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)									
	0% (0)	7.14% (1)	7.14% (1)	28.57% (4)	57.14% (8)	4.36	0.89	0	14

Describe your attitudes and behavior in this course.

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
A	0% (0)	28.57% (4)	42.86% (6)	21.43% (3)	7.14% (1)	3.07	0.88	0	14
B	0% (0)	0% (0)	50% (2)	25% (1)	25% (1)	3.75	0.83	0	4

I really wanted to take a course from this instructor.

A	0% (0)	14.29% (2)	21.43% (3)	35.71% (5)	28.57% (4)	3.79	1.01	0	14
B	0% (0)	25% (1)	0% (0)	25% (1)	50% (2)	4	1.22	0	4

I really wanted to take this course regardless of who taught it.

A	7.14% (1)	0% (0)	28.57% (4)	35.71% (5)	28.57% (4)	3.79	1.08	0	14
B	0% (0)	0% (0)	0% (0)	100% (4)	0% (0)	4	0	0	4

As a result of taking this course, I have more positive feelings toward this field of study.

A	0% (0)	0% (0)	28.57% (4)	28.57% (4)	42.86% (6)	4.14	0.83	0	14
B	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4.5	0.5	0	4

For the following items, choose the option that best corresponds to your judgement.

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
As a rule, I put forth more effort than other students on academic work.									
A	0% (0)	7.14% (1)	42.86% (6)	35.71% (5)	14.29% (2)	3.57	0.82	0	14
B	0% (0)	0% (0)	75% (3)	25% (1)	0% (0)	3.25	0.43	0	4

The instructor used a variety of methods--not only tests--to evaluate student progress on course objectives.

A	0% (0)	7.14% (1)	0% (0)	42.86% (6)	50% (7)	4.36	0.81	0	14
B	0% (0)	0% (0)	0% (0)	100% (4)	0% (0)	4	0	0	4

The instructor expected students to take their share of responsibility for learning.

A	0% (0)	0% (0)	7.14% (1)	35.71% (5)	57.14% (8)	4.5	0.63	0	14
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Spring 2015 Summary Report

LUCERO FLORES-PAEZ

Course Sections	Enrolled Students	Responded Students	Response Rate
A SPAN 101 (5): Beginning Spanish 1	21	16	76.19%
B SPAN 201 (2): Intermediate Spanish 1	16	16	100%
C SPAN 301 (1): Advanced Spanish 1	11	10	90.91%
Overall	48	42	87.5%

Describe the frequency of your instructor's teaching procedures.

The Instructor:

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Standard Deviation	Did Not Answer	Total Responses
Displayed a personal interest in students and their learning									
A	6.25% (1)	0% (0)	6.25% (1)	6.25% (1)	81.25% (13)	4.56	1.06	0	16
B	0% (0)	6.25% (1)	12.5% (2)	12.5% (2)	68.75% (11)	4.44	0.93	0	16
C	0% (0)	10% (1)	0% (0)	40% (4)	50% (5)	4.3	0.9	0	10
Found ways to help students answer their own questions									
A	0% (0)	6.25% (1)	18.75% (3)	25% (4)	50% (8)	4.19	0.95	0	16
B	0% (0)	0% (0)	6.25% (1)	37.5% (6)	56.25% (9)	4.5	0.61	0	16
C	0% (0)	10% (1)	10% (1)	40% (4)	40% (4)	4.1	0.94	0	10
Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work									
A	0% (0)	6.25% (1)	12.5% (2)	12.5% (2)	68.75% (11)	4.44	0.93	0	16
B	0% (0)	0% (0)	0% (0)	18.75% (3)	81.25% (13)	4.81	0.39	0	16
C	0% (0)	0% (0)	10% (1)	30% (3)	60% (6)	4.5	0.67	0	10
Demonstrated the importance and significance of the subject matter									

Describe the frequency of your instructor's teaching procedures.

The Instructor:

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Standard Deviation	Did Not Answer	Total Responses
A	0% (0)	0% (0)	18.75% (3)	18.75% (3)	62.5% (10)	4.44	0.79	0	16
B	0% (0)	0% (0)	0% (0)	37.5% (6)	62.5% (10)	4.63	0.48	0	16
C	10% (1)	0% (0)	10% (1)	30% (3)	50% (5)	4.1	1.22	0	10

Formed "teams" or "discussion groups" to facilitate learning

A	0% (0)	6.25% (1)	0% (0)	31.25% (5)	62.5% (10)	4.5	0.79	0	16
B	0% (0)	0% (0)	0% (0)	12.5% (2)	87.5% (14)	4.88	0.33	0	16
C	0% (0)	0% (0)	10% (1)	60% (6)	30% (3)	4.2	0.6	0	10

Made it clear how each topic fit into the course

A	0% (0)	0% (0)	12.5% (2)	25% (4)	62.5% (10)	4.5	0.71	0	16
B	0% (0)	0% (0)	6.25% (1)	43.75% (7)	50% (8)	4.44	0.61	0	16
C	0% (0)	0% (0)	10% (1)	40% (4)	50% (5)	4.4	0.66	0	10

Explained the reasons for criticisms of students' academic performance

A	0% (0)	18.75% (3)	6.25% (1)	6.25% (1)	68.75% (11)	4.25	1.2	0	16
B	0% (0)	0% (0)	6.25% (1)	31.25% (5)	62.5% (10)	4.56	0.61	0	16
C	0% (0)	10% (1)	20% (2)	20% (2)	50% (5)	4.1	1.04	0	10

Stimulated students to intellectual effort beyond that required by most courses

A	0% (0)	0% (0)	18.75% (3)	18.75% (3)	62.5% (10)	4.44	0.79	0	16
B	0% (0)	0% (0)	0% (0)	31.25% (5)	68.75% (11)	4.69	0.46	0	16
C	0% (0)	0% (0)	0% (0)	40% (4)	60% (6)	4.6	0.49	0	10

Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding

Describe the frequency of your instructor's teaching procedures.

The Instructor:

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Standard Deviation	Did Not Answer	Total Responses
A	6.25% (1)	0% (0)	18.75% (3)	18.75% (3)	56.25% (9)	4.19	1.13	0	16
B	6.25% (1)	6.25% (1)	25% (4)	31.25% (5)	31.25% (5)	3.75	1.15	0	16
C	0% (0)	20% (2)	30% (3)	30% (3)	20% (2)	3.5	1.02	0	10
Explained course material clearly and concisely									
A	6.25% (1)	6.25% (1)	6.25% (1)	6.25% (1)	75% (12)	4.38	1.22	0	16
B	6.25% (1)	6.25% (1)	12.5% (2)	18.75% (3)	56.25% (9)	4.13	1.22	0	16
C	0% (0)	20% (2)	0% (0)	50% (5)	30% (3)	3.9	1.04	0	10

Describe the frequency of your instructor's teaching procedures.

The Instructor:

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Standard Deviation	Did Not Answer	Total Responses
Related course material to real life situations									
A	0% (0)	6.25% (1)	12.5% (2)	43.75% (7)	37.5% (6)	4.13	0.86	0	16
B	0% (0)	0% (0)	0% (0)	56.25% (9)	43.75% (7)	4.44	0.5	0	16
C	10% (1)	10% (1)	0% (0)	40% (4)	40% (4)	3.9	1.3	0	10
Gave tests, projects, etc. that covered the most important points of the course									
A	0% (0)	0% (0)	6.25% (1)	18.75% (3)	75% (12)	4.69	0.58	0	16
B	0% (0)	0% (0)	0% (0)	12.5% (2)	87.5% (14)	4.88	0.33	0	16
C	0% (0)	0% (0)	0% (0)	30% (3)	70% (7)	4.7	0.46	0	10
Introduced stimulating ideas about the subject									
A	6.25% (1)	0% (0)	18.75% (3)	18.75% (3)	56.25% (9)	4.19	1.13	0	16

Describe the frequency of your instructor's teaching procedures.

The Instructor:

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Standard Deviation	Did Not Answer	Total Responses
B	0% (0)	0% (0)	12.5% (2)	43.75% (7)	43.75% (7)	4.31	0.68	0	16
C	10% (1)	10% (1)	0% (0)	50% (5)	30% (3)	3.8	1.25	0	10
Involved students in "hands on" projects such as research, case studies, or "real life" activities									
A	6.25% (1)	12.5% (2)	18.75% (3)	25% (4)	37.5% (6)	3.75	1.25	0	16
B	0% (0)	0% (0)	6.25% (1)	37.5% (6)	56.25% (9)	4.5	0.81	0	16
C	20% (2)	10% (1)	30% (3)	20% (2)	20% (2)	3.1	1.37	0	10
Inspired students to set and achieve goals which really challenged them									
A	0% (0)	12.5% (2)	25% (4)	12.5% (2)	50% (8)	4	1.12	0	16
B	0% (0)	6.25% (1)	0% (0)	37.5% (6)	56.25% (9)	4.44	0.79	0	16
C	0% (0)	0% (0)	10% (1)	40% (4)	50% (5)	4.4	0.66	0	10
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own									
A	6.25% (1)	6.25% (1)	6.25% (1)	25% (4)	56.25% (9)	4.19	1.18	0	16
B	0% (0)	6.25% (1)	12.5% (2)	37.5% (6)	43.75% (7)	4.19	0.88	0	16
C	10% (1)	0% (0)	20% (2)	30% (3)	40% (4)	3.9	1.22	0	10
Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve									
A	0% (0)	6.25% (1)	0% (0)	12.5% (2)	81.25% (13)	4.69	0.77	0	16
B	0% (0)	0% (0)	0% (0)	6.25% (1)	93.75% (15)	4.94	0.24	0	16
C	0% (0)	10% (1)	0% (0)	30% (3)	60% (6)	4.4	0.92	0	10
Asked students to help each other understand ideas or concepts									
A	6.25% (1)	0% (0)	12.5% (2)	12.5% (2)	68.75% (11)	4.38	1.11	0	16

Describe the frequency of your instructor's teaching procedures.

The Instructor:

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Standard Deviation	Did Not Answer	Total Responses
B	0% (0)	0% (0)	6.25% (1)	50% (8)	43.75% (7)	4.38	0.6	0	16
C	0% (0)	10% (1)	20% (2)	40% (4)	30% (3)	3.9	0.94	0	10

Gave projects, tests, or assignments that required original or creative thinking

A	0% (0)	0% (0)	18.75% (3)	12.5% (2)	68.75% (11)	4.5	0.79	0	16
B	0% (0)	0% (0)	12.5% (2)	31.25% (5)	56.25% (9)	4.44	0.7	0	16
C	0% (0)	0% (0)	0% (0)	40% (4)	60% (6)	4.6	0.49	0	10

Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

A	0% (0)	6.25% (1)	18.75% (3)	12.5% (2)	62.5% (10)	4.31	0.98	0	16
B	12.5% (2)	0% (0)	25% (4)	12.5% (2)	50% (8)	3.88	1.36	0	16
C	0% (0)	0% (0)	30% (3)	50% (5)	20% (2)	3.9	0.7	0	10

Progress On:

	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	Mean	Standard Deviation	Did Not Answer	Total Responses
Gaining factual knowledge (terminology, classifications, methods, trends)									
A	0% (0)	0% (0)	31.25% (5)	12.5% (2)	56.25% (9)	4.25	0.9	0	16
B	0% (0)	0% (0)	18.75% (3)	37.5% (6)	43.75% (7)	4.25	0.75	0	16
C	0% (0)	10% (1)	30% (3)	40% (4)	20% (2)	3.7	0.9	0	10

Learning fundamental principles, generalizations, or theories

A	6.25% (1)	0% (0)	18.75% (3)	25% (4)	50% (8)	4.13	1.11	0	16
B	0% (0)	0% (0)	6.25% (1)	56.25% (9)	37.5% (6)	4.31	0.58	0	16

Progress On:

	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	Mean	Standard Deviation	Did Not Answer	Total Responses
C	20% (2)	10% (1)	20% (2)	10% (1)	40% (4)	3.4	1.56	0	10
Learning to apply course material (to improve thinking, problem solving, and decisions)									
A	0% (0)	6.25% (1)	37.5% (6)	6.25% (1)	50% (8)	4	1.06	0	16
B	6.25% (1)	0% (0)	0% (0)	56.25% (9)	37.5% (6)	4.19	0.95	0	16
C	0% (0)	20% (2)	20% (2)	20% (2)	40% (4)	3.8	1.17	0	10
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course									
A	0% (0)	18.75% (3)	12.5% (2)	12.5% (2)	56.25% (9)	4.06	1.2	0	16
B	6.25% (1)	6.25% (1)	0% (0)	56.25% (9)	31.25% (5)	4	1.06	0	16
C	20% (2)	0% (0)	30% (3)	20% (2)	30% (3)	3.4	1.43	0	10
Acquiring skills in working with others as a member of a team									
A	6.25% (1)	6.25% (1)	18.75% (3)	12.5% (2)	56.25% (9)	4.06	1.25	0	16
B	6.25% (1)	0% (0)	12.5% (2)	43.75% (7)	37.5% (6)	4.06	1.03	0	16
C	10% (1)	10% (1)	50% (5)	10% (1)	20% (2)	3.2	1.17	0	10
Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)									
A	0% (0)	6.25% (1)	31.25% (5)	12.5% (2)	50% (8)	4.06	1.03	0	16
B	12.5% (2)	0% (0)	18.75% (3)	37.5% (6)	31.25% (5)	3.75	1.25	0	16
C	0% (0)	0% (0)	30% (3)	20% (2)	50% (5)	4.2	0.87	0	10
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)									
A	0% (0)	12.5% (2)	31.25% (5)	0% (0)	56.25% (9)	4	1.17	0	16
B	0% (0)	0% (0)	0% (0)	56.25% (9)	43.75% (7)	4.44	0.5	0	16

Progress On:

	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	Mean	Standard Deviation	Did Not Answer	Total Responses
C	0% (0)	10% (1)	20% (2)	10% (1)	60% (6)	4.2	1.08	0	10
Developing skill in expressing myself orally or in writing									
A	6.25% (1)	0% (0)	12.5% (2)	25% (4)	56.25% (9)	4.25	1.09	0	16
B	0% (0)	6.25% (1)	0% (0)	50% (8)	43.75% (7)	4.31	0.77	0	16
C	0% (0)	10% (1)	30% (3)	10% (1)	50% (5)	4	1.1	0	10
Learning how to find and use resources for answering questions or solving problems									
A	0% (0)	18.75% (3)	25% (4)	6.25% (1)	50% (8)	3.88	1.22	0	16
B	6.25% (1)	6.25% (1)	12.5% (2)	25% (4)	50% (8)	4.06	1.2	0	16
C	10% (1)	10% (1)	40% (4)	20% (2)	20% (2)	3.3	1.19	0	10
Developing a clearer understanding of, and commitment to, personal values									
A	6.25% (1)	12.5% (2)	18.75% (3)	6.25% (1)	56.25% (9)	3.94	1.34	0	16
B	12.5% (2)	6.25% (1)	12.5% (2)	37.5% (6)	31.25% (5)	3.69	1.31	0	16
C	30% (3)	0% (0)	40% (4)	10% (1)	20% (2)	2.9	1.45	0	10
Learning to analyze and critically evaluate ideas, arguments, and points of view									
A	12.5% (2)	0% (0)	25% (4)	6.25% (1)	56.25% (9)	3.94	1.39	0	16
B	12.5% (2)	0% (0)	25% (4)	37.5% (6)	25% (4)	3.63	1.22	0	16
C	10% (1)	20% (2)	40% (4)	0% (0)	30% (3)	3.2	1.33	0	10
Acquiring an interest in learning more by asking my own questions and seeking answers									
A	6.25% (1)	0% (0)	25% (4)	12.5% (2)	56.25% (9)	4.13	1.17	0	16
B	6.25% (1)	0% (0)	12.5% (2)	43.75% (7)	37.5% (6)	4.06	1.03	0	16
C	10% (1)	20% (2)	20% (2)	30% (3)	20% (2)	3.3	1.27	0	10

On the next three items, compare this course with others you have taken at this institution.

The Course:

	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	Mean	Standard Deviation	Did Not Answer	Total Responses
Amount of reading									
A	0% (0)	12.5% (2)	68.75% (11)	12.5% (2)	6.25% (1)	3.13	0.7	0	16
B	0% (0)	6.25% (1)	37.5% (6)	37.5% (6)	18.75% (3)	3.69	0.85	0	16
C	0% (0)	10% (1)	50% (5)	30% (3)	10% (1)	3.4	0.8	0	10
Amount of work in other (non-reading) assignments									
A	0% (0)	0% (0)	56.25% (9)	25% (4)	18.75% (3)	3.63	0.78	0	16
B	0% (0)	0% (0)	25% (4)	31.25% (5)	43.75% (7)	4.19	0.81	0	16
C	0% (0)	0% (0)	20% (2)	50% (5)	30% (3)	4.1	0.7	0	10
Difficulty of subject matter									
A	0% (0)	0% (0)	37.5% (6)	50% (8)	12.5% (2)	3.75	0.66	0	16
B	0% (0)	6.25% (1)	43.75% (7)	37.5% (6)	12.5% (2)	3.56	0.79	0	16
C	0% (0)	0% (0)	10% (1)	60% (6)	30% (3)	4.2	0.6	0	10

Describe your attitudes and behavior in this course.

	Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
I had a strong desire to take this course.									
A	6.25% (1)	0% (0)	37.5% (6)	12.5% (2)	43.75% (7)	3.88	1.17	0	16
B	6.25% (1)	6.25% (1)	6.25% (1)	37.5% (6)	43.75% (7)	4.06	1.14	0	16
C	0% (0)	0% (0)	10% (1)	20% (2)	70% (7)	4.6	0.66	0	10

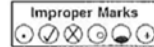
I worked harder on this course than on most courses I have taken.

Spa 20/3



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: Ferris Bg Rapids Instructor: Dávila, Ana
 Course Number: Spm 101-006 Time and Days Class Meets: MTWTR 2-250

Your thoughtful answers to these questions will provide helpful information to your instructor.

Describe the frequency of your instructor's teaching procedures, using the following code:

- 1=Hardly Ever 2=Occasionally 3=Sometimes 4=Frequently 5=Almost Always

The Instructor:

- 1. 1 2 3 4 5 Displayed a personal interest in students and their learning
- 2. 1 2 3 4 5 Found ways to help students answer their own questions
- 3. 1 2 3 4 5 Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work
- 4. 1 2 3 4 5 Demonstrated the importance and significance of the subject matter
- 5. 1 2 3 4 5 Formed "teams" or "discussion groups" to facilitate learning
- 6. 1 2 3 4 5 Made it clear how each topic fit into the course
- 7. 1 2 3 4 5 Explained the reasons for criticisms of students' academic performance
- 8. 1 2 3 4 5 Stimulated students to intellectual effort beyond that required by most courses
- 9. 1 2 3 4 5 Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
- 10. 1 2 3 4 5 Explained course material clearly and concisely
- 11. 1 2 3 4 5 Related course material to real life situations
- 12. 1 2 3 4 5 Gave tests, projects, etc. that covered the most important points of the course
- 13. 1 2 3 4 5 Introduced stimulating ideas about the subject
- 14. 1 2 3 4 5 Involved students in "hands on" projects such as research, case studies, or "real life" activities
- 15. 1 2 3 4 5 Inspired students to set and achieve goals which really challenged them
- 16. 1 2 3 4 5 Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
- 17. 1 2 3 4 5 Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
- 18. 1 2 3 4 5 Asked students to help each other understand ideas or concepts
- 19. 1 2 3 4 5 Gave projects, tests, or assignments that required original or creative thinking
- 20. 1 2 3 4 5 Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

- 1-No apparent progress
- 2-Slight progress; I made small gains on this objective.
- 3-Moderate progress; I made some gains on this objective.
- 4-Substantial progress; I made large gains on this objective.
- 5-Exceptional progress; I made outstanding gains on this objective.

Progress on:

- 21. 1 2 3 4 5 Gaining factual knowledge (terminology, classifications, methods, trends)
- 22. 1 2 3 4 5 Learning fundamental principles, generalizations, or theories
- 23. 1 2 3 4 5 Learning to apply course material (to improve thinking, problem solving, and decisions)
- 24. 1 2 3 4 5 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- 25. 1 2 3 4 5 Acquiring skills in working with others as a member of a team
- 26. 1 2 3 4 5 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- 27. 1 2 3 4 5 Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- 28. 1 2 3 4 5 Developing skill in expressing myself orally or in writing
- 29. 1 2 3 4 5 Learning how to find and use resources for answering questions or solving problems
- 30. 1 2 3 4 5 Developing a clearer understanding of, and commitment to, personal values
- 31. 1 2 3 4 5 Learning to analyze and critically evaluate ideas, arguments, and points of view
- 32. 1 2 3 4 5 Acquiring an interest in learning more by asking my own questions and seeking answers

On the next three items, compare this course with others you have taken at this institution, using the following code:

1=Much Less than Most Courses 2=Less than Most Courses 3=About Average 4=More than Most Courses 5=Much More than Most Courses

The Course:

33. ① ② ③ ④ ⑤ Amount of reading
 34. ① ② ③ ④ ⑤ Amount of work in other (non-reading) assignments
 35. ① ② ③ ④ ⑤ Difficulty of subject matter

Describe your attitudes and behavior in this course, using the following code:

1=Definitely False 2=More False Than True 3=In Between 4=More True Than False 5=Definitely True

36. ① ② ③ ④ ⑤ I had a strong desire to take this course.
 37. ① ② ③ ④ ⑤ I worked harder on this course than on most courses I have taken.
 38. ① ② ③ ④ ⑤ I really wanted to take a course from this instructor.
 39. ① ② ③ ④ ⑤ I really wanted to take this course regardless of who taught it.
 40. ① ② ③ ④ ⑤ As a result of taking this course, I have more positive feelings toward this field of study.
 41. ① ② ③ ④ ⑤ Overall, I rate this instructor an excellent teacher.
 42. ① ② ③ ④ ⑤ Overall, I rate this course as excellent.

For the following items, blacken the space which best corresponds to your judgment:

1=Definitely False 2=More False Than True 3=In Between 4=More True Than False 5=Definitely True

43. ① ② ③ ④ ⑤ As a rule, I put forth more effort than other students on academic work.
 44. ① ② ③ ④ ⑤ The instructor used a variety of methods--not only tests--to evaluate student progress on course objectives.
 45. ① ② ③ ④ ⑤ The instructor expected students to take their share of responsibility for learning.
 46. ① ② ③ ④ ⑤ The instructor had high achievement standards in this class.
 47. ① ② ③ ④ ⑤ The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.

EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 48-67):

48. ① ② ③ ④ ⑤ 58. ① ② ③ ④ ⑤
 49. ① ② ③ ④ ⑤ 59. ① ② ③ ④ ⑤
 50. ① ② ③ ④ ⑤ 60. ① ② ③ ④ ⑤
 51. ① ② ③ ④ ⑤ 61. ① ② ③ ④ ⑤
 52. ① ② ③ ④ ⑤ 62. ① ② ③ ④ ⑤
 53. ① ② ③ ④ ⑤ 63. ① ② ③ ④ ⑤
 54. ① ② ③ ④ ⑤ 64. ① ② ③ ④ ⑤
 55. ① ② ③ ④ ⑤ 65. ① ② ③ ④ ⑤
 56. ① ② ③ ④ ⑤ 66. ① ② ③ ④ ⑤
 57. ① ② ③ ④ ⑤ 67. ① ② ③ ④ ⑤

Use the space below for comments (unless otherwise directed).
 Note: Your written comments may be returned to the instructor. You may want to PRINT to protect your anonymity.

Comments:

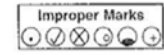
Over all I thought you were a great teacher. One thing I had trouble with was remembering how to say words. Another thing that could be helpful could be after the exams / quizzes maybe re-go over what a majority of the class had trouble with or got wrong.

Sp9 2013



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: Ferns State University Instructor: Dávila, Ana
 Course Number: 101-006 Time and Days Class Meets: 2:00 M-R

Your thoughtful answers to these questions will provide helpful information to your instructor.
 Describe the frequency of your instructor's teaching procedures, using the following code:
 1=Hardly Ever 2=Occasionally 3=Sometimes 4=Frequently 5=Almost Always

The Instructor:

- 1. 1 2 3 4 5 Displayed a personal interest in students and their learning
- 2. 1 2 3 4 5 Found ways to help students answer their own questions
- 3. 1 2 3 4 5 Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work
- 4. 1 2 3 4 5 Demonstrated the importance and significance of the subject matter
- 5. 1 2 3 4 5 Formed "teams" or "discussion groups" to facilitate learning
- 6. 1 2 3 4 5 Made it clear how each topic fit into the course
- 7. 1 2 3 4 5 Explained the reasons for criticisms of students' academic performance
- 8. 1 2 3 4 5 Stimulated students to intellectual effort beyond that required by most courses
- 9. 1 2 3 4 5 Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
- 10. 1 2 3 4 5 Explained course material clearly and concisely
- 11. 1 2 3 4 5 Related course material to real life situations
- 12. 1 2 3 4 5 Gave tests, projects, etc. that covered the most important points of the course
- 13. 1 2 3 4 5 Introduced stimulating ideas about the subject
- 14. 1 2 3 4 5 Involved students in "hands on" projects such as research, case studies, or "real life" activities
- 15. 1 2 3 4 5 Inspired students to set and achieve goals which really challenged them
- 16. 1 2 3 4 5 Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
- 17. 1 2 3 4 5 Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
- 18. 1 2 3 4 5 Asked students to help each other understand ideas or concepts
- 19. 1 2 3 4 5 Gave projects, tests, or assignments that required original or creative thinking
- 20. 1 2 3 4 5 Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:
 1-No apparent progress
 2-Slight progress; I made small gains on this objective.
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 4-Substantial progress; I made large gains on this objective.
 5-Exceptional progress; I made outstanding gains on this objective.

Progress on:

- 21. 1 2 3 4 5 Gaining factual knowledge (terminology, classifications, methods, trends)
- 22. 1 2 3 4 5 Learning fundamental principles, generalizations, or theories
- 23. 1 2 3 4 5 Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- 24. 1 2 3 4 5 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- 25. 1 2 3 4 5 Acquiring skills in working with others as a member of a team
- 26. 1 2 3 4 5 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- 27. 1 2 3 4 5 Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- 28. 1 2 3 4 5 Developing skill in expressing myself orally or in writing
- 29. 1 2 3 4 5 Learning how to find and use resources for answering questions or solving problems
- 30. 1 2 3 4 5 Developing a clearer understanding of, and commitment to, personal values
- 31. 1 2 3 4 5 Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- 32. 1 2 3 4 5 Acquiring an interest in learning more by asking my own questions and seeking answers

On the next three items, compare this course with others you have taken at this institution, using the following code:

1=Much Less than Most Courses 2=Less than Most Courses 3=About Average 4=More than Most Courses 5=Much More than Most Courses

The Course:

33. ① ② ③ ④ ⑤ Amount of reading
 34. ① ② ③ ④ ⑤ Amount of work in other (non-reading) assignments
 35. ① ② ③ ④ ⑤ Difficulty of subject matter

Describe your attitudes and behavior in this course, using the following code:

1=Definitely False 2=More False Than True 3=In Between 4=More True Than False 5=Definitely True

36. ① ② ③ ④ ⑤ I had a strong desire to take this course.
 37. ① ② ③ ④ ⑤ I worked harder on this course than on most courses I have taken.
 38. ① ② ③ ④ ⑤ I really wanted to take a course from this instructor.
 39. ① ② ③ ④ ⑤ I really wanted to take this course regardless of who taught it.
 40. ① ② ③ ④ ⑤ As a result of taking this course, I have more positive feelings toward this field of study.
 41. ① ② ③ ④ ⑤ Overall, I rate this instructor an excellent teacher.
 42. ① ② ③ ④ ⑤ Overall, I rate this course as excellent.

For the following items, blacken the space which best corresponds to your judgment:

1=Definitely False 2=More False Than True 3=In Between 4=More True Than False 5=Definitely True

43. ① ② ③ ④ ⑤ As a rule, I put forth more effort than other students on academic work.
 44. ① ② ③ ④ ⑤ The instructor used a variety of methods—not only tests—to evaluate student progress on course objectives.
 45. ① ② ③ ④ ⑤ The instructor expected students to take their share of responsibility for learning.
 46. ① ② ③ ④ ⑤ The instructor had high achievement standards in this class.
 47. ① ② ③ ④ ⑤ The instructor used educational technology (e.g., internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.

EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 48-67):

48. ① ② ③ ④ ⑤ 58. ① ② ③ ④ ⑤
 49. ① ② ③ ④ ⑤ 59. ① ② ③ ④ ⑤
 50. ① ② ③ ④ ⑤ 60. ① ② ③ ④ ⑤
 51. ① ② ③ ④ ⑤ 61. ① ② ③ ④ ⑤
 52. ① ② ③ ④ ⑤ 62. ① ② ③ ④ ⑤
 53. ① ② ③ ④ ⑤ 63. ① ② ③ ④ ⑤
 54. ① ② ③ ④ ⑤ 64. ① ② ③ ④ ⑤
 55. ① ② ③ ④ ⑤ 65. ① ② ③ ④ ⑤
 56. ① ② ③ ④ ⑤ 66. ① ② ③ ④ ⑤
 57. ① ② ③ ④ ⑤ 67. ① ② ③ ④ ⑤

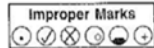
Use the space below for comments (unless otherwise directed).
 Note: Your written comments may be returned to the instructor. You may want to PRINT to protect your anonymity.

Comments: Great & fun class! ☺

Fall 2014



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES
IMPORTANT!



Institution: FERRIS STATE UNIVERSITY Instructor: ANA DAVILA-HOWARD

Course Number: SPAN 301-001 Time and Days Class Meets: MTWR 9-9:50

Your thoughtful answers to these questions will provide helpful information to your instructor.
Describe the frequency of your instructor's teaching procedures, using the following code:
1=Hardly Ever 2=Occasionally 3=Sometimes 4=Frequently 5=Almost Always

The Instructor:

- 1. (1) (2) (3) (4) (5) Displayed a personal interest in students and their learning
2. (1) (2) (3) (4) (5) Found ways to help students answer their own questions
3. (1) (2) (3) (4) (5) Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work
4. (1) (2) (3) (4) (5) Demonstrated the importance and significance of the subject matter
5. (1) (2) (3) (4) (5) Formed "teams" or "discussion groups" to facilitate learning
6. (1) (2) (3) (4) (5) Made it clear how each topic fit into the course
7. (1) (2) (3) (4) (5) Explained the reasons for criticisms of students' academic performance
8. (1) (2) (3) (4) (5) Stimulated students to intellectual effort beyond that required by most courses
9. (1) (2) (3) (4) (5) Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
10. (1) (2) (3) (4) (5) Explained course material clearly and concisely
11. (1) (2) (3) (4) (5) Related course material to real life situations
12. (1) (2) (3) (4) (5) Gave tests, projects, etc. that covered the most important points of the course
13. (1) (2) (3) (4) (5) Introduced stimulating ideas about the subject
14. (1) (2) (3) (4) (5) Involved students in "hands on" projects such as research, case studies, or "real life" activities
15. (1) (2) (3) (4) (5) Inspired students to set and achieve goals which really challenged them
16. (1) (2) (3) (4) (5) Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
17. (1) (2) (3) (4) (5) Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
18. (1) (2) (3) (4) (5) Asked students to help each other understand ideas or concepts
19. (1) (2) (3) (4) (5) Gave projects, tests, or assignments that required original or creative thinking
20. (1) (2) (3) (4) (5) Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:
1-No apparent progress
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3-Moderate progress; I made some gains on this objective.
4-Substantial progress; I made large gains on this objective.
5-Exceptional progress; I made outstanding gains on this objective.

Progress on:

- 21. (1) (2) (3) (4) (5) Gaining factual knowledge (terminology, classifications, methods, trends)
22. (1) (2) (3) (4) (5) Learning fundamental principles, generalizations, or theories
23. (1) (2) (3) (4) (5) Learning to apply course material (to improve thinking, problem solving, and decisions)
24. (1) (2) (3) (4) (5) Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
25. (1) (2) (3) (4) (5) Acquiring skills in working with others as a member of a team
26. (1) (2) (3) (4) (5) Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
27. (1) (2) (3) (4) (5) Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
28. (1) (2) (3) (4) (5) Developing skill in expressing myself orally or in writing
29. (1) (2) (3) (4) (5) Learning how to find and use resources for answering questions or solving problems
30. (1) (2) (3) (4) (5) Developing a clearer understanding of, and commitment to, personal values
31. (1) (2) (3) (4) (5) Learning to analyze and critically evaluate ideas, arguments, and points of view
32. (1) (2) (3) (4) (5) Acquiring an interest in learning more by asking my own questions and seeking answers

SPAN 101 (3): Beginning Spanish 1

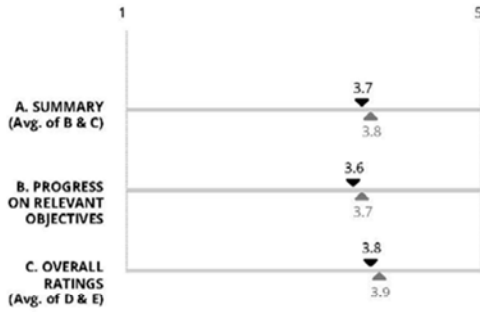
Spring 2015 | Kristin Oplinger | FIF Discipline: Romance Languages & Literatures

27 Students Enrolled
24 Students Responded
88.89% Response Rate

Summative

▼ | Adjusted
 ▲ | Raw
 [] | 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Overall Ratings	Raw	Adj.
D. Excellent Teacher	4.3	4.1
E. Excellent Course	3.5	3.4

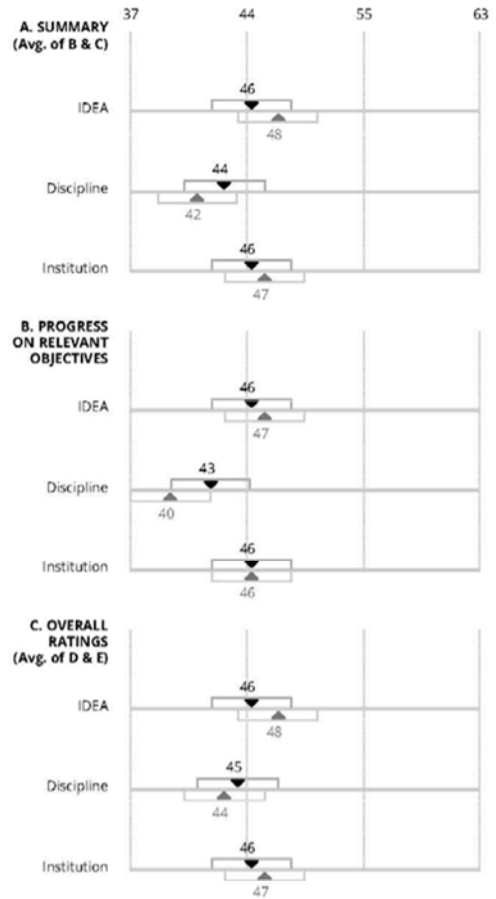
Your Overall Converted Ratings
100 Point Scale

Overall Ratings	Raw	Adj.
D. Excellent Teacher		
IDEA	51	49
Discipline	48	49
Institution	51	50
E. Excellent Course		
IDEA	44	42
Discipline	39	41
Institution	43	42

Converted Average Buckets
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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Your Converted Average
100 Point Scale



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average 100 Point Scale					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
		Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining factual knowledge (terminology, classifications, methods, trends)	E	4	4	4	75	49	50	43	48	48	50
Learning fundamental principles, generalizations, or theories	M	3.5	3.5	13	46	42	41	39	43	40	41
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	E	3.6	3.4	8	54	42	39	38	41	41	40
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.7	3.7	13	63	44	43	43	47	43	45
Acquiring skills in working with others as a member of a team	M	3.8	3.8	8	71	48	47	49	52	49	51
Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	M	3.1	3	25	29	39	38	35	36	36	37
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	E	3.7	3.6	8	54	50	48	40	42	48	48
Developing skill in expressing myself orally or in writing	I	3.6	3.5	17	58	47	46	39	38	45	47
Learning how to find and use resources for answering questions or solving problems	M	3.4	3.3	13	46	45	43	42	44	41	42
Developing a clearer understanding of, and commitment to, personal values	M	3.2	3	21	42	41	38	38	39	40	39
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3	2.9	33	38	36	33	34	35	34	33
Acquiring an interest in learning more by asking my own questions and seeking answers	M	3.3	3.2	33	54	41	39	36	39	40	40

Course Description	Your Average	Your Converted Average 100 Point Scale		
		IDEA	Discipline	Institution
Amount of reading	3.3	51	52	51
Amount of work in other (non-reading) assignments	4.2	63	66	65
Difficulty of subject matter	3.5	51	48	53

Student Description	Your Average	Your Converted Average 100 Point Scale		
		IDEA	Discipline	Institution
I worked harder on this course than on most courses I have taken.	3.6	51	51	52
I really wanted to take this course regardless of who taught it.	3.3	50	46	51
As a rule, I put forth more effort than other students on academic work.	3.5	45	35	42

Formative

Stimulating Student Interest	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.5	0% (1 ro 2) 92% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.2	4% (1 ro 2) 79% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.2	4% (1 ro 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.7	8% (1 ro 2) 58% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Fostering Student Collaboration	Your Average	Students Rating	Suggested Action
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	3.3	25% (1 ro 2) 38% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Asked students to help each other understand ideas or concepts	4.2	4% (1 ro 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Establishing Rapport	Your Average	Students Rating	Suggested Action
Displayed a personal interest in students and their learning	4.5	4% (1 ro 2) 92% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Found ways to help students answer their own questions	4.1	4% (1 ro 2) 79% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Explained the reasons for criticisms of students' academic performance	3.8	17% (1 ro 2) 63% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraging Student Involvement	Your Average	Students Rating	Suggested Action
Related course material to real life situations	4.3	4% (1 ro 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	3.9	8% (1 ro 2) 67% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Structuring Classroom Experiences	Your Average	Students Rating	Suggested Action
Made it clear how each topic fit into the course	4.4	4% (1 ro 2) 96% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.3	8% (1 ro 2) 79% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Gave tests, projects, etc. that covered the most important points of the course	4.5	0% (1 ro 2) 92% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Displayed a personal interest in students and their learning	0% (0)	4.17% (1)	4.17% (1)	25% (6)	66.67% (16)	24	0	0.76	4.54
Found ways to help students answer their own questions	0% (0)	4.17% (1)	16.67% (4)	45.83% (11)	33.33% (8)	24	0	0.81	4.08
Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	4.17% (1)	0% (0)	8.33% (2)	20.83% (5)	66.67% (16)	24	0	0.96	4.46
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	8.33% (2)	33.33% (8)	58.33% (14)	24	0	0.65	4.5
Formed "teams" or "discussion groups" to facilitate learning	0% (0)	0% (0)	4.17% (1)	20.83% (5)	75% (18)	24	0	0.54	4.71
Made it clear how each topic fit into the course	0% (0)	4.17% (1)	0% (0)	45.83% (11)	50% (12)	24	0	0.7	4.42
Explained the reasons for criticisms of students' academic performance	4.17% (1)	12.5% (3)	20.83% (5)	25% (6)	37.5% (9)	24	0	1.19	3.79
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	4.17% (1)	16.67% (4)	33.33% (8)	45.83% (11)	24	0	0.87	4.21
Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	4.17% (1)	12.5% (3)	29.17% (7)	20.83% (5)	33.33% (8)	24	0	1.18	3.67
Explained course material clearly and concisely	0% (0)	8.33% (2)	12.5% (3)	25% (6)	54.17% (13)	24	0	0.97	4.25
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	4.17% (1)	8.33% (2)	37.5% (9)	50% (12)	24	0	0.8	4.33
Gave tests, projects, etc. that covered the most important points of the course	0% (0)	0% (0)	8.33% (2)	33.33% (8)	58.33% (14)	24	0	0.65	4.5
Introduced stimulating ideas about the subject	0% (0)	4.17% (1)	8.33% (2)	50% (12)	37.5% (9)	24	0	0.76	4.21
Involved students in "hands on" projects such as research, case studies, or "real life" activities	0% (0)	0% (0)	16.67% (4)	50% (12)	33.33% (8)	24	0	0.69	4.17
Inspired students to set and achieve goals which really challenged them	8.33% (2)	0% (0)	33.33% (8)	29.17% (7)	29.17% (7)	24	0	1.14	3.71
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	8.33% (2)	16.67% (4)	37.5% (9)	12.5% (3)	25% (6)	24	0	1.24	3.29
Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0% (0)	8.33% (2)	33.33% (8)	25% (6)	33.33% (8)	24	0	0.99	3.83
Asked students to help each other understand ideas or concepts	0% (0)	4.17% (1)	8.33% (2)	50% (12)	37.5% (9)	24	0	0.76	4.21
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	8.33% (2)	25% (6)	37.5% (9)	29.17% (7)	24	0	0.93	3.88
Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	4.17% (1)	4.17% (1)	33.33% (8)	29.17% (7)	29.17% (7)	24	0	1.05	3.75

<i>Progress On:</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining factual knowledge (terminology, classifications, methods, trends)	0% (0)	4.17% (1)	20.83% (5)	50% (12)	25% (6)	24	0	0.79	3.96
Learning fundamental principles, generalizations, or theories	8.33% (2)	4.17% (1)	41.67% (10)	16.67% (4)	29.17% (7)	24	0	1.19	3.54
Learning to apply course material (to improve thinking, problem solving, and decisions)	8.33% (2)	0% (0)	37.5% (9)	33.33% (8)	20.83% (5)	24	0	1.08	3.58
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	4.17% (1)	8.33% (2)	25% (6)	37.5% (9)	25% (6)	24	0	1.06	3.71
Acquiring skills in working with others as a member of a team	4.17% (1)	4.17% (1)	20.83% (5)	45.83% (11)	25% (6)	24	0	0.99	3.83
Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	12.5% (3)	12.5% (3)	45.83% (11)	12.5% (3)	16.67% (4)	24	0	1.19	3.08
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	8.33% (2)	0% (0)	37.5% (9)	25% (6)	29.17% (7)	24	0	1.14	3.67
Developing skill in expressing myself orally or in writing	8.33% (2)	8.33% (2)	25% (6)	33.33% (8)	25% (6)	24	0	1.19	3.58
Learning how to find and use resources for answering questions or solving problems	8.33% (2)	4.17% (1)	41.67% (10)	29.17% (7)	16.67% (4)	24	0	1.08	3.42
Developing a clearer understanding of, and commitment to, personal values	12.5% (3)	8.33% (2)	37.5% (9)	29.17% (7)	12.5% (3)	24	0	1.15	3.21
Learning to analyze and critically evaluate ideas, arguments, and points of view	12.5% (3)	20.83% (5)	29.17% (7)	25% (6)	12.5% (3)	24	0	1.21	3.04
Acquiring an interest in learning more by asking my own questions and seeking answers	8.33% (2)	25% (6)	12.5% (3)	37.5% (9)	16.67% (4)	24	0	1.24	3.29
<i>On the next three items, compare this course with others you have taken at this institution.</i>						N	DNA	SD	M
<i>The Course:</i>									
Amount of reading	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses				
Amount of reading	8.33% (2)	16.67% (4)	33.33% (8)	25% (6)	16.67% (4)	24	0	1.16	3.25
Amount of work in other (non-reading) assignments	0% (0)	0% (0)	16.67% (4)	45.83% (11)	37.5% (9)	24	0	0.71	4.21
Difficulty of subject matter	0% (0)	8.33% (2)	45.83% (11)	33.33% (8)	12.5% (3)	24	0	0.82	3.5
<i>Describe your attitudes and behavior in this course.</i>	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
I had a strong desire to take this course.	8.33% (2)	8.33% (2)	16.67% (4)	45.83% (11)	20.83% (5)	24	0	1.15	3.63
I worked harder on this course than on most courses I have taken.	4.17% (1)	4.17% (1)	29.17% (7)	50% (12)	12.5% (3)	24	0	0.9	3.63
I really wanted to take a course from this instructor.	8.33% (2)	8.33% (2)	37.5% (9)	33.33% (8)	12.5% (3)	24	0	1.07	3.33
I really wanted to take this course regardless of who taught it.	4.17% (1)	16.67% (4)	41.67% (10)	16.67% (4)	20.83% (5)	24	0	1.11	3.33
As a result of taking this course, I have more positive feelings toward this field of study.	12.5% (3)	4.17% (1)	20.83% (5)	50% (12)	12.5% (3)	24	0	1.15	3.46

<i>For the following items, choose the option that best corresponds to your judgement.</i>	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	8.33% (2)	0% (0)	37.5% (9)	41.67% (10)	12.5% (3)	24	0	1	3.5
The instructor used a variety of methods—not only tests—to evaluate student progress on course objectives.	0% (0)	0% (0)	20.83% (5)	33.33% (8)	45.83% (11)	24	0	0.78	4.25
The instructor expected students to take their share of responsibility for learning.	0% (0)	0% (0)	8.33% (2)	45.83% (11)	45.83% (11)	24	0	0.63	4.38
The instructor had high achievement standards in this class.	0% (0)	4.17% (1)	33.33% (8)	33.33% (8)	29.17% (7)	24	0	0.88	3.88
The instructor used educational technology (e.g. Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.	0% (0)	0% (0)	20.83% (5)	25% (6)	54.17% (13)	24	0	0.8	4.33
<i>Describe your attitudes and behavior in this course.</i>	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
Overall, I rate this instructor an excellent teacher.	0% (0)	4.17% (1)	12.5% (3)	37.5% (9)	45.83% (11)	24	0	0.83	4.25
Overall, I rate this course as excellent.	8.33% (2)	4.17% (1)	37.5% (9)	25% (6)	25% (6)	24	0	1.15	3.54
<i>Six learning outcomes are listed below. Please describe the amount of progress you made on each outcome even if the wording is similar to previously asked survey items.</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	12.5% (3)	25% (6)	45.83% (11)	16.67% (4)	24	0	0.9	3.67
Developing ethical reasoning and/or ethical decision making	8.33% (2)	12.5% (3)	29.17% (7)	45.83% (11)	4.17% (1)	24	0	1.01	3.25
Learning to apply knowledge and skills to benefit others or serve the public good	8.33% (2)	8.33% (2)	41.67% (10)	25% (6)	16.67% (4)	24	0	1.11	3.33
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	16.67% (4)	8.33% (2)	54.17% (13)	12.5% (3)	8.33% (2)	24	0	1.09	2.88
Learning how to find, evaluate, and use resources to explore a topic in depth	8.33% (2)	16.67% (4)	37.5% (9)	29.17% (7)	8.33% (2)	24	0	1.05	3.13
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	12.5% (3)	8.33% (2)	33.33% (8)	20.83% (5)	25% (6)	24	0	1.28	3.38
<i>Describe the frequency of your instructor's teaching methods.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	8.33% (2)	33.33% (8)	16.67% (4)	41.67% (10)	24	0	1.04	3.92
Encouraged students to reflect on and evaluate what they have learned	0% (0)	4.17% (1)	29.17% (7)	33.33% (8)	33.33% (8)	24	0	0.89	3.96
Created opportunities for students to apply course content outside the classroom.	0% (0)	4.17% (1)	16.67% (4)	50% (12)	29.17% (7)	24	0	0.79	4.04
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	29.17% (7)	45.83% (11)	25% (6)	24	0	0.73	3.96
<i>Describe your attitudes in this course.</i>	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
When this course began I believed I could master its content.	8.33% (2)	0% (0)	12.5% (3)	54.17% (13)	25% (6)	24	0	1.05	3.88
My background prepared me well for this course's requirements.	20.83% (5)	4.17% (1)	29.17% (7)	29.17% (7)	16.67% (4)	24	0	1.34	3.17