

Spanish 2 & 3 Consistency Project: Establishing content and troubleshooting Spanish 2 & 3

October 2, 2015

In attendance: Tom Lew, Alicia Class, Carmen Sotolongo, Donna Factor, Axa Maradiaga, Silvia Ribelles de la Vega, Maria Barrio de Mendoza, Yolanda Cuesta, Roberto Jiménez, Miriam Housels, Argelia Andrade, Andrés Moina, Margarita Talavera- Hoferer (project leader.)

Topic 1: Looking at Spanish 1 & 3 statistic: enrollment, sections, etc.

- *Vistas* textbook will be used for the first three Spanish levels. This explains why we were including Spanish 2 & 3 in the same consistency project.
- The graph with enrollment data of Spanish 1, 2, 3 was presented by number of students, sections, and number of instructors. This allowed all instructors to see the differences between the three consecutive semesters. There was a significant difference in the number of sections and instructors in the upper levels of Spanish, showing some room for improvement.
- Various solutions were presented and retention strategies were discussed.
- There was agreement in promoting the courses Span 2, 3 & 4, etc., among our Spanish 1 & 2 students. We agreed on encouraging them to take these course levels at ECC instead of completing them at the transferring college to fulfill graduation prerequisites.
We also agreed that we should continue to encourage our native Spanish-speakers to enroll in the upper levels of our program or in the classes designed for them, such as Span 52 A & B.
- As requested during our Spanish 1 Consistency Project, a short description of what is covered in each course (main topics) has been created by Andres Moina to address students' questions at the beginning of each semester. In this way, students will see what each instructor covers in each course of our program facilitating their decision on own placement.
- We also agreed that a conference with our counselors was necessary. Alicia Class and Argelia Andrade volunteered to take turns and attend their bi-weekly meetings to help them understand our enrollment situation with native and non-native students. Their continuing encouragement to our students could be vital for our program.
- We discussed the idea of creating a promotional video explaining our program to be used by counselors and instructors at the beginning of the semester.

Topic 2: Spanish 2 & 3 Course Outline of Records: a quick review

Spanish 2

- Official Syllable for this level was examined by all faculty.
- Spanish 2 Course Outline of Records was presented and discussed in groups. These are the necessary changes for the next revision of this course level:

I. GENERAL COURSE DESCRIPTION

Catalog description:

Change: Spanish and Spanish- American for Spanish and Latin-American cultures

Eliminate “video tapes” and **change it for:** Computer, audio and video programs are required to reinforce the language skills acquired in the classroom.

II. A. OUTCOMES AND OBJECTIVES

SLO are not current, they need to be changed by these new ones:

- SLO#1: converse in and comprehend Spanish using the simple past tenses (Preterite/ Imperfect), and Future tense about everyday topics, such as description and narration about childhood and other stages of life, celebrations and social life, within the limits of vocabulary appropriate to beginning Spanish 2.
- SLO#2: read and comprehend short paragraphs in Spanish on topics such as food, health and well-being, housing, city life, personal relationships, and celebrations.
- SLO#3: write a three- paragraph essay in Spanish describing and narrating in the past about childhood and other stages of life, celebrations and social life using the Preterite and Imperfect, Present Subjunctive tenses.
- SLO#4: demonstrate developing awareness of Spanish speaking cultures, values and traditions such as Quinceañera, Día de los muertos, Día del santo, etc.

III. OUTLINE OF SUBJECT MATTER

Major Topics:

- I. **Spanish pronunciation:** B. Listening and **(include) Speaking** exercises with ancillary material
- II. **Grammar review and expansion:** Only A and Change B for: Direct and indirect object pronouns. **Move B and C=**Double object pronouns/ Comparison to section III.
- III. **Structure of sentence both oral and written. Include** the following:
 - Double object pronouns
 - Comparisons and Superlatives
 - Indefinite & Negative Words
 - ¿Qué? vs. ¿Cuál?
 - Pronouns after Prepositions
 - Stressed Possessive Adjectives and Pronouns
 - Irregular Preterites**Eliminate** from this same section, they belong to Spanish 3:

- J. Present perfect tense
- K. Past perfect tense
- L. Future tense
- M. Past Subjunctive

IV. Eliminate:

- H. Nature and the environment
- I. City life
- J. Well-being
- K. Work

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS.

- B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION. Change for:**
Finish the following sentences using the preterite or the imperfect, according to context.

VI: WORK OUTSIDE CLASS. Include: Vistas Supersite (online component), foreign language lab

VII. TEXT AND MATERIALS.

- A. UP-TO-DATE REPRESENTATIVE TEXTBOOK**
Blanco and Donley. Vistas: Introducción a la lengua Española. Vol. 2. 5Th Ed.
Vista Higher Learning, 2015.

VIII. B. Requisite Skills. Change: Spanish and Spanish- American **for Spanish and Latin-American cultures.**

Spanish 3

- Official Syllable for this level was examined by all faculty.
- Spanish 3 Course Outline of Records was presented and discussed in groups. These are the necessary changes for the next review of this course level:

I. GENERAL COURSE DESCRIPTION

Catalog description:

Change: Spanish and Spanish- American **for Spanish and Latin-American cultures**

Change: materials of representative Spanish and Spanish –American authors for **Spanish and Latin-America authors.**

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES are not current, need to be changed for the following:

- SLO#1: converse in and comprehend Spanish with an increasing awareness and control of grammatical tenses and modes about personal topics such as personal preferences and opinions, accomplishments, future plans and making requests.
- SLO#2: read and comprehend short articles and stories in Spanish from authentic texts on topics related to Hispanic culture such as identity and social issues, music, art, literature, history and politics.
- SLO#3: write a 3-4 paragraph story in the past using the preterit and imperfect tenses, the subjunctive and indicative modes and the correct use of accent marks.

B. 5. Change: Spanish and/or Spanish American culture for Spanish and Latin-American cultures

III. OUTLINE OF SUBJECT MATTER

Major Topics: They should reflect the same format or setup as previous level course outlines

IV. Grammar review and expansion. Simplify to the following items:

- A. Indicative Mood Tenses and usage
- B. Present Subjunctive Mood: Noun clauses
- C. Pronouns: subject, object, reflexive, object of a proposition
- D. Agreement/Comparison / Superlative

V. Create this category: Structure of sentence both oral and written.

Include the following:

Use of Subjunctive: adjective and adverbial clauses

“Nosotros” Commands

Past participles as adjectives

Indicative Mood: Present Perfect & Past Perfect tenses

Subjunctive Mood: Present Perfect Subjunctive tense

Indicative Mood: Future, Future Perfect tenses

Subjunctive Mood: Past Subjunctive tense

Indicative Mood: Conditional & Conditional Perfect tenses

Subjunctive: Past Perfect Subjunctive tense

“Si” Clauses

Summary of uses of Subjunctive

VI. Vocabulary review and expansion:

Identity, daily life activities, schedules, routines

Shopping
 Nature and the environment
 City life, daily chores
 Money and banking issues
 Health and Well-being
 Physical exercise and nutrition
 Work, occupations, and labor force
 Fine art, movies, and television
 Mass media, news, and politics

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS.

- A. PRIMARY METHOD OF EVALUATION. **Change for:**
 Skills demonstration

VI: WORK OUTSIDE CLASS. Include: Vistas Supersite (online component), foreign language lab

VII. TEXT AND MATERIALS.

I. UP-TO-DATE REPRESENTATIVE TEXTBOOK

Blanco and Donley. *Vistas: Introducción a la lengua Española*. Vol. 3. 5Th Ed.
 Vista Higher Learning, 2015.

VIII. CONDITIONS OF ENROLLMENT

- J. Requisite Skills. Change:** Spanish and Spanish- American cultural situations **for Spanish and Latin-American cultural situations**

Topic 3: Establishing course content for consistency

Spanish 2

- The whole group examined the CSU system *Course Description for Spanish 2or CSU Transfer Model Curricula* and compared it with the contents of Vistas lessons 7 -12. We all agreed on the following:
 1. Instructors need to cover Lessons 7-12 of Vistas .
 2. Include the following required components in each lesson:
 - All Vocabulary
 - All Grammar Items
 - One writing assignment minimum: *Section Adelante* in Vistas: *Escritura*, one or two-paragraphs about a cultura reading, or any other topic related to the lesson, etc.

- One reading assignment minimum: *Section Adelante: Lectura* or any other reading assignment chosen by instructor.
 - Discussion of one cultural topic connected to the language and contents of the lesson: *Cultura & Panorama Sections* in Vistas
 - One oral assignment. Samples are: questions in class, individually, in pairs, on groups, a recording on *Prueba Oral* (Supersite: *Repaso* section at the end of each lesson). Other options are the *Virtual Chats*, or *Partners Chats*, both embedded in Supersite *Activities* section of each lesson.
3. Instructors are required to use the list of Assessment Tools and Grading Criteria established in our Consistency Project. All tools and rubrics need to be used to grade final exams and evaluation of SLO. Final Exam has to be in compliance with the established percentages per component

Spanish 3

- The whole group examined the CSU System *Course Description for Spanish 3* or **CSU Transfer Model Curricula** and compared it with the contents of Vistas lessons 13 - 18. We all agreed on the following:
 1. Instructors need to cover Lessons 13-18 of Vistas.
 2. Required inclusion of the following component in each lesson:
 - All Vocabulary
 - All Grammar Items
 - One writing assignment minimum: *Section Adelante* in Vistas: *Escritura*, two or three-paragraphs about a literary reading, or a topic discussed in class, etc.
 - Two reading assignments minimum: *Section Adelante: Lectura* or any other literary reading assignment chosen by instructor or related to the lesson. This level has an emphasis on reading
 - Discussion of one or two cultural topic connected to the language and contents of the lesson: *Cultura & Panorama Sections* in Vistas
 - One or two oral assignments minimum. Samples are: questions in class, individually, in pairs, on groups, a recording on *Prueba Oral* (Supersite: *Repaso* section at the end of each lesson). Other options are the *Virtual Chats*, or *Partners Chats*, both embedded in Supersite *Activities* section of each lesson
 3. Instructors are required to use the list of Assessment Tools and Grading Criteria established in our Consistency Project. All tools and rubrics need to be used to grade final exams and evaluation of SLO. Final Exam has to be in compliance with the established percentages per component

Topic 4: Troubleshooting Spanish 2 & 3: Sharing corners and finding solutions:

- Lack of preparation was a major concern for both language levels. The solution adopted was the full implementation of departmental requirements for levels 1, 2 & 3. These requirements are derived from our consistency projects and they are given to instructors at the beginning of every semester. Also, the idea of requesting a textbook voucher for students in financial aid. Starting at the same time that the rest of the class will help them to a great start
- Regarding the oral competition between natives and non-natives, it has been addressed with the possibility of waiving advanced students out of Spanish 2 into higher level or native students' courses. The form "El Camino College Student Challenge Petition will facilitate this advancement. Also, more sections of native students' courses have been added to provide more flexibility. Lastly, some faculty have volunteered to discuss our concerns with counselors and attend their meetings
- The fast pacing of Spanish 2 has been fixed with the new established course content. In the past Spanish 2 included lessons 7 to 16. It will now include 7-12.
- Finally, for the lack of basic mother language skills and grammatical terminology, a grammar glossary has been created to be distributed among students

Topic 5: Viewing spring 2015 Spanish 1 SLO evaluation results:

- The results showed room for improvement, but we all agreed that we couldn't fully apply the departmental requirements. We finished our Spanish 1 Project at the end of the spring semester 2015.
- SLO #1: Speaking and Listening had improved by 1% from 92% to 93%
- SLO #2: Reading had decreased from 97% to 87%
- SLO #3: Writing had also decreased 1% , from 87% to 86%
- SLO #4: Here is the lowest score from 89% to 73% in 2015
- The plans of actions, basically, were summarized by adding more assignments in reading and culture and by fully implementing all requirements next spring 2016

(Adjourned at 3: 40 p.m.)