General Education course

Elementary Spanish 2

ICML142

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TQF 3 Course Specifications

Section 1 General Information

1. Course code and course title

      Thai   ICML 142 ภาษาสเปนระดับต้น ๒

      English   ICML 142 Elementary Spanish 2 / ICHL 182 Spanish II for Hospitality and Tourism Industry

2. Number of credits 4(4-0-8)

3. Program and type of subject

      3.1 Program   Undergraduate Degree (International Program)

      3.2 Type of Subject General Education

4. Course Coordinator and Course Lecturer

      4.1 Course Coordinator Dr Juan Carlos Olmos Alcoy

      Lecturer in Spanish, Foreign Languages Program, HLD

      02-4415090 Juancarlos.olm@mahidol.edu

      4.2 Course Lecturer: Dr. Leyre Alejaldre Biel, Dr. Juan Carlos Olmos Alcoy and María del Mar Calero Guerrero

5. Trimester/ Year of Study

      5.1 Trimester   T1/T2/T3

      5.2 Course Capacity Approximately 100 students

6. Pre-requisite   Elementary Spanish 1 or placement test

7. Co-requisites   N/A

8. Venue of Study   MUIC

Section 2 Goals and Objectives

1. Course Goals

    1.1. Develop further the required abilities to conduct basic communication exchanges about personal topics in Spanish considering the culture and pragmatics of the target language (TL hereforth).

    1.2. Develop skills to understand Spanish basic grammar concepts (present tense (some irregular cases), reflexive verbs, gender/noun agreement, basic prepositions, possessive pronouns).

    1.3. Build scaffolding skills to acquire more basic lexicon related to culture of Spanish speaking countries (some of the lexical fields included in this level are: family, clothes and accessories, numbers up to 1.000.000).

2. Objectives of Course Development/Revision

    2.1 Course Objectives

        2.1.1. Understand basic pragmatics and culture conventions to produce basic communication exchanges in the TL.

        2.1.2. Comprehend grammar structures to create basic oral and written texts in the TL;

        2.1.3. Develop interdisciplinary skills to compare their own culture to the target culture.

    2.2 Course-level Learning Outcomes: CLOs

By the end of ICML 142, students will be able to (CLOs)

    CLO1: Identify basic grammar concepts (gender/number, present tense, reflexive verbs, prepositions, pronouns and adjectives) and use them in texts (written and oral).

    CLO2: Apply more basic grammar and vocabulary knowledge to produce oral and written texts (analogical and digital) about personal topics and daily habits, Spanish speaking countries and their own country.

    CLO3: Conduct simple communication exchanges about basic personal topics and daily habits.

    CLO4: Read and paraphrase basic texts (digital and analogical) in Spanish related to personal topics and daily habits.

    CLO5: Explain basic cultural differences between Spanish speaking countries and their own country (in written or orally).

    CLO6: Responsibly communicate and work with classmates to create basic texts (oral and written) in Spanish and present them in class.

Section 3 Course Management

1. Course Description

(Thai) ไวยากรณ์พื้นฐานภาษาสเปน (คำสรรพนาม การผันกริยากาลปัจจุบัน กริยาแสดงผลย้อนกลับ เพศ จำนวน คำคุณศัพท์ คำบุพบท) การใช้คำศัพท์พื้นฐาน สนทนาขั้นพื้นฐานเกี่ยวกับหัวข้อส่วนบุคคล (ของตนเองและผู้อื่น) จำแนกและอธิบายถึงประเทศที่ใช้ภาษาสเปน ออกแบบงานเขียนในภาษาเป้าหมาย แสดงถึงสิ่งที่ปรากฏอยู่ ความชอบ ความเห็นด้วยและการตกลง พูดเกี่ยวกับชีวิตประจำวัน

English

Fundamentals of basic Spanish grammar (pronouns, present tense conjugation, reflexive verbs, gender/number, adjectives, prepositions); Scaffolding of basic vocabulary; Basic communication about personal topics (self and others); Identification and description of Spanish speaking countries; Design of written products in the TL; Expressing existence, preferences and agreement; talk about daily habits

2. Credit hours per trimester

General Education course

Elementary Spanish 2

ICML142

ergraduate Program

idol University International College

Division Humanities and Language

Lecture (Hour(s))	Laboratory/field trip/internship (Hour(s))	Self-study (Hour(s))
48		96

3. Number of hours that the lecturer provides individual counseling and guidance.

4 hours a week (Specific schedule depends on the Lecturer's timetable each trimester)

Section 4 Development of Students' Learning Outcome

1. Short summary on the knowledge or skills that the course intends to develop in students (CLOs)

By the end of the course, students will be able to

CLO1: Identify basic grammar concepts (gender/number, present tense, reflexive verbs, prepositions, and adjectives) and use them in basic texts.

CLO2: Apply basic grammar and vocabulary knowledge to produce oral and written texts (analogical and digital) about personal topics and daily habits

CLO3: Conduct simple communication exchanges about basic personal topics and daily habits

CLO4: Read and paraphrase basic texts (digital and analogical) in Spanish related to personal topics and daily habits.

CLO5: Explain basic cultural differences between Spanish speaking countries and their own country (in written or orally).

CLO6: Communicate and work responsibly with classmates to create basic texts (oral and written) in Spanish and present them in class.

General Education course

Elementary Spanish 2

ICML142

ergraduate Program

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2. Teaching methods for developing the knowledge or skills specified in item 1 and evaluation methods of the course learning outcomes

Course Code	Teaching methods	Evaluation Methods
CLO1	Lecture, Inductive teaching Group work ICT tools (Kahoot, padlet and LinoIT)	- In class feedback - Evaluation on assignments - Quiz 1 and Quiz 2 - Final examination
CLO2	Group work on writing strategies Group work on speaking activities Lecture ICT tools (Voki, MadLipz, Audio notes)	- In class feedback - Evaluation on assignments - Quiz 1 and Quiz 2 oral examination - Quiz 1 and Quiz 2 written examination Final exam
CLO3	Student centered Students' presentations in groups ICT tools (Video recording)	- In class feedback to groups - Evaluation of students' scripts Quiz 1 and Quiz 2 oral examination - Final exam
CLO4	Students' centered: reading aloud practice Group reading Group writing	- In class feedback - Evaluation on assignments - Quiz 1 and Quiz 2 reading activities - Final exam
CLO5	Lecture Group work to discuss cultural differences Project based learning (Touristic brochure creation)	- In class feedback - Evaluation on various assignments - Quiz 1 and Quiz 2 - Final exam
CL06	Group discussion Project based learning Student's centered	- In class feedback - Evaluation on various in class group assignments - Quiz 1 and Quiz 2 oral examination

General Education course
Elementary Spanish 2
ICML142

ergraduate Program
idol University International College
Division Humanities and Language

Section 5 Teaching and Evaluation Plans

1. Teaching plan

Week	Topic	Number of Hours		Teaching Activities/ Media	Lecturer
		Lecture Hours	Lab/Field Trip/Internship Hours		
1	Recap from ICML 141. Numbers 100 – 1.000	4		Revision of basic personal questions (elicitation from the students). Group activity where students interview several classmates individually on basic personal information.	Dr. Leyre Alejaldre Biel, Dr. Juan Carlos Olmos Alcoy and María del Mar Calero Guerrero
2	Express need and obligation Identify colors and clothes.	4		Lexical presentation in .ppt of new vocabulary items related to clothes and accessories. Students describe photographs of their favorite celebrities and what they are wearing.	
3	Buy in shops: asking for clothes and their respective prices	4		Inductive present tense explanation of verbs like: *costar, llevar, querer...* Group activity where the students go shopping for clothes and ask for prices, size, colors and discounts.	
4	Talking about preferences	4		Inductive present tense explanation with verbs like preferir, gustar... In pairs and in small group students describe and talk about their favorite clothes, shoes...	
5	Talking about physical appearance and personality traits	4		Inductive teaching method to describe physical appearance and personality traits.	
6	Contrast between Qué and Cuál(es). Superlative sentences.	4		Presentation in question form of Qué and Cuál(es). Students infer when to use one or the other question word. As a group students write and then say superlative sentences about someone in the class.	
7	QUIZ 1	4		Quiz 1: Assessment of 4 skills	
8	1) Reflexive verbs	4		Inductive present tense explanation	

General Education course
Elementary Spanish 2
ICML142

...ergraduate Program
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	2) Talking about daily / weekly habits			of some reflexive verbs. Youtube videos of university students in Spain talking about their daily routine.	
9	1) Talking about family relationships. 2) Talking about habits and expressing frequency	4		Introduction of the members of the family in .ppt. Practice with on-line crosswords. Students draw their family trees and share them with the class.	
10	1) Telling the time 2) More reflexive verbs	4		Inductive present tense explanation of more reflexive verbs. Pair work to talk about what time students do specific routines during the day.	
11	QUIZ 2	4		Quiz 2: Assessment of 4 skills	
12	1) Recapitulation of all the grammar and cultural aspects of Spanish covered during the trimester.	4		Various activities to review all the content presented during the trimester	
13	Final Examination	4			
	Total	Lecture 48 hours Self-study 96 hours	xx		

2. Plan for Assessing Course Learning Outcomes

   2.1 Assessing and Evaluating Learning Achievement

      a. Formative Assessment

     In class discussion to identify students´ strengths and weaknesses. Lecturer´s feedback.

      b. Summative Assessment

      (1) Tools and Percentage Weight in Assessment and Evaluation

Learning Outcomes	Assessment Methods	Assessment Ratio (Percentage)	
CLO1: Identify basic grammar concepts (gender/number, present tense, reflexive verbs, prepositions, and adjectives) and use them in basic texts.	Final examination	12	20
	Quiz 1	4	
	Quiz 2	2	
	In class activities	2	
CLO2: Apply basic grammar and vocabulary knowledge to produce oral and written texts (analogical and digital) about personal topics and daily habits	Final examination	20	30
	Quiz 1	4	
	Quiz 2	4	
	In class activities	2	
CLO3: Conduct simple communication exchanges about basic personal topics and daily habits	Quiz 1 oral examination	6	15
	Quiz 2 oral examination	6	
	In class activities	3	
CLO4: Read and paraphrase basic texts(digital and analogical)	Final examination	10	15

in Spanish related to personal topics and daily habits	Quiz 1	2	
	Quiz 2	2	
	In class activities	1	
CLO5: Explain basic cultural differences between Spanish speaking countries and their own country (in written or orally)	Quiz 2 oral examination	1	10
	Final examination	8	
	In class feedback	1	
CLO6: Communicate and work responsibly with classmates to create basic texts (oral and written) in Spanish and present them in class	Quiz 1 oral examination	4	10
	Quiz 2 oral examination	5	
	In class group activities	1	
Total			100

(2) Grading System

Grade	Achievement	Final Score (% Range)	GPA
A	Excellent	90-100	4.0
B+	Very good	85-89	3.5
B	Good	80-84	3.0
C+	Fairly good	75-79	2.5
C	Fair	70-74	2.0
D+	Poor	65-69	1.5
D	Very poor	60-64	1.0
F	Fail	Less than 60	0.0

(3) Re-examination (If course lecturer allows to have re-examination): N/A - (Not applicable with MUIC)

3. Student Appeals

Follow OAA procedures in case of appeal

Section 6 Teaching Materials and Resources

1. Textbooks and/or other documents/materials

    1) Corpas, J., Gracía, E. and Garmendia, A., (2013). Aula Internacional 1. Curso de Español. Nueva Edición. Difusión, S. L.

    2) De Dios Martin, A., and Eusebio Hermina, S., (2011). Etapas 1. Cosas. Editorial Edinumen.

    3) Rodríguez Rodríguez, M., (2010). El español por destrezas. Escucha y aprende. SGEL - Educación

2. Recommended textbooks and/or other documents/materials

    1)   Basic Spanish Dictionary (Digital or analogic)

    2)   Online material that will be provided every Trimester taking into consideration relevant news and world wide events

3. Other Resources (If any)

    Students will need their mobile devices to complete tasks, create projects in class.

Section 7 Evaluation and Improvement of Course Management

1. Strategies for evaluating course effectiveness by students

   - Formal MUIC students' evaluation on course effectiveness at the end of each trimester

   - Reflective data analysis obtained in the previous mentioned evaluations

   - During the Trimester, distribution of informal questionnaires to assess the course effectiveness

2. Strategies for evaluating teaching methods

   - Peer observation

   - Informal Spanish Program Meeting to share new strategies and assess them

   - Informal questionnaires distributed to students to assess specific teaching methods and ICT implementation

3. Improvement of teaching methods

   - Attending workshops about innovation in teaching foreign languages

   - Participating in international conferences related to teaching foreign languages to find out new trends in foreign language education, to apply them

   - Conducting empirical research to assess the quality of the current teaching methods

   - Formal meetings with peer lecturers to share teaching experiences

4. Verification process for evaluating students' standard achievement outcomes in the course

   - Comments from students on learning outcomes and evaluation criteria

   - Formative and constructive feedback to students' assignments

   - Comments from students' MUIC formal evaluations

5. Review and plan for improving the effectiveness of the course

   - Include ICTs in the teaching and learning process to improve the 4 skills

Appendix

Alignment between Courses and General Education courses

<u>Table 1</u> The relationship between CLOs and MU-GE Module LOs (Number in table = Sub LOs)

ICML 142	Learning Outcomes in General Education (MU-GE LOs)								
	MLO1	MLO2	MLO3	MLO4	MLO5	MLO6	MLO7	MLO8	MLO9
CLO1: Identify basic grammar concepts (gender/number, present tense, prepositions, and adjectives) and use them in basic texts.	1.1								
CLO2: Apply basic grammar and vocabulary knowledge to produce oral and written texts (analogical and digital) about personal topics, Spanish speaking countries and their own country.					5.1			8.1 8.2 8.3	
CLO3: Conduct simple communication exchanges about basic personal topics and Speaking countries in Spanish.			3.1						
CLO4: Read and paraphrase basic texts(digital and analogical) in Spanish related to personal topics and Spanish Speaking countries	1.2 1.4						7.2		
CLO5: Explain basic cultural differences between Spanish speaking countries and their own country (in written or orally)				4.1	5.1		7.1		
CLO6: Responsibly communicate and work with teammates to create basic texts (oral and written) in Spanish and present them in class						6.4			9.1 9.2

General Education course
Elementary Spanish 2
ICML142

ergraduate Program
idol University International College
ision Humanities and Language

<u>Table 2</u>   The description of MU-GE LOs and Sub LOs of the course

MU-GE LOs	Sub LOs
MLO1 Create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1.1 Identify concepts related to the context of learned issues/topics
	1.2 demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically use information.
	1.4 synthesize information to arrive at logical reasoning
MLO3 Acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	3.1 connect, synthesize and/or transform ideas or solutions within a particular framework
MLO4 Create a novel or unique ideas, question, format, or product within a particular framework	4.1 Create an original explanation or solution to the issues/problems
MLO5 Explore and situate oneself in a new physical environment and intellectual perspectives	5.1 demonstrate cultural competencies and adaptabilities in different working environments
MLO7 Apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	7.1 identify ethical issues and recognize different viewpoint and ideologies
	7.2 guide & lead others
MLO8 Use a variety of means/ technologies to communicate effectively and purposefully- e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.	8.1 communicate/present ideas effectively both oral & written forms, proper to a range of audience groups, such as verbal discussion with peers, project report.
	8.2 prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
	8.3 prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images.
MLO9 Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	9.1 collaborate effectively with others as a responsible team member to achieve team goals in time
	9.2 interact with others respectfully, whether as a team member or leader, to create a productive teamwork

General Education course
Elementary Spanish 2
ICML142

ergraduate Program
idol University International College
sion Humanities and Language

MU-GE Module LOs: At the end of studying MU-GE Module, successful students will be able to

Competences	LOs:	Sub LOs:
1. **Critical thinking & Analysis**: Use various sources and methods to collect and manage data & information and make a logical judgment and decision to arrive at solution or problem solving relevant to real-world issues/problems	1. create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1. identify concepts related to the context of learned issues/topics 2. demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically use information 3. collect, analyse, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems 4. synthesize information to arrive at logical reasoning
	2. select & use techniques and methods to solve open-ended, ill-defined and multistep problems	1. apply simple mathematical methods to the solution of 'real-world' problems 2. make judgment & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives 3. apply concept of process management to solve problems
2. **Creativity & Innovation**: Shows capability to initiate alternative/ new ways of thinking, doing things or solving problems to improve his/her or team solutions/results by applying the evidence-based process management concepts	3. acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	1. connect, synthesize and/or transform ideas or solutions within a particular framework 2. integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question
	4. create a novel or unique ideas, question, format, or product within a particular framework	1. Create an original explanation or solution to the issues/problems 2. articulate the rationale for & consequences of his/her solution- identify opportunities & risk 3. implement innovation through process management approach
	5. explore and situate oneself in a new physical environment and intellectual perspectives	1. demonstrate cultural competencies and adaptabilities in different working environments 2. resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problem or situation at hand
3. **Global perspectives & Ethics**: Express one's own ideas, interact with others, guide or lead team, as proper, as an ethically- engaged and responsible member of the society	6. act autonomously within context of relationships to others, law, rules, codes, and values	1. demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built 2. identify the national & global challenges associated with current economic, political, and social systems 3. exhibit characteristics of responsible citizenship 4. work effectively in diverse team (and multi-cultural settings)
	7. apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	1. identify ethical issues and recognize different viewpoint and ideologies 2. guide & lead others 3. apply principle of ethical leadership, collaborative engagement, and respect diversity
4. **Communication:** communicate effectively and confidently using oral, visual, and written language	8. use a variety of means/ technologies to communicate effectively and purposefully- e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.	1. communicate/present ideas effectively both oral & written forms, proper to a range of audience groups, such as verbal discussion with peers, project report. 2. prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. 3. prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images. 4. demonstrate competence in a second or additional language
5. **Collaboration and Working with team:** collaborate and work effectively with team to arrive at team goals	9. collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	1. collaborate effectively with others as a responsible team member to achieve team goals in time 2. interact with others respectfully, whether as a team member or leader, to create a productive teamwork

==**When applying MU-GE module, please __identify only LOs and Sub LOs.__ No need to mention the 5 competences. ****==