



TQF 3 Course Specifications

Section 1 General Information

1. Course code and course title

Thai ICLS 312 ภาษาสเปนระดับต้น ๑

English ICLS 312 Intermediate Spanish II

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 /Minor

4. Course Coordinator and Course Lecturer

4.1 Course Coordinator Dr Leire Alejaldre Biel

Lecturer in Spanish, Foreign Languages Program, HLD

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

5. Trimester/ Year of Study

5.1 Trimester Third Trimester

5.2 Course Capacity Approximately 25 students

6. Pre-requisite ICLS 311 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 intermediate communication exchanges about a variety of topics in Spanish considering the culture and pragmatics of the target language (TL hereforth).
- 1.2. Develop skills to understand Spanish intermediate grammar concepts (present subjunctive, future tense, and Passive Voice) and consolidate previous learnt grammar concepts.
- 1.3. Build scaffolding skills to acquire an intermediate lexicon related to culture of Spanish speaking countries (some of the lexical fields included in this level are: Mass Media, daily used objects, gradation of adverbs).

2. Objectives of Course Development/Revision

2.1 Course Objectives

- 2.1.1. Understand intermediate pragmatics and culture conventions to produce intermediate (B1) communication exchanges in the TL.
- 2.1.2. Comprehend grammar structures relevant to intermediate level to create oral and written texts in the TL;
- 2.1.3. Further Develop interdisciplinary skills to compare their own culture to the target culture.

2.2 Course-level Learning Outcomes: CLOs

By the end of ICLS 312, students will be able to (CLOs)

CLO1: Identify new grammar concepts (present subjunctive, future tense, and Passive Voice) and use them in texts (written and oral).



CLO2: Apply intermediate grammar and vocabulary knowledge to produce oral and written texts (analogical and digital) about personal topics and daily life activities in any tense, as well as about more advanced topics (news articles, hypotheses...)

CLO3: Conduct communication exchanges, using intermediate level skills, about personal topics and daily activities in any tense, as well as about more advanced topics (news articles, hypotheses...)

CLO4: Read and paraphrase intermediate texts (digital and analogical) in Spanish related to personal topics and daily activities in any tense, as well as to about more advanced topics (news articles, hypotheses...)

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

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

Section 3 Course Management

1. Course Description

(Thai)

แสดงความปรารถนา ร้องเรียน และความจำเป็น บอกเล่าเรื่องราว แสดงสาเหตุและผลลัพธ์
แสดงความสนใจและความรู้สึก กริยารูปเต็ม พูดเกี่ยวกับความสัมพันธ์ส่วนบุคคล
แสดงความไม่เห็นด้วยในสถานการณ์ที่เป็นทางการและไม่เป็นทางการ คลี่คลายข้อขัดแย้ง
อธิบายอย่างเจาะจงและอธิบายการทำงานของสิ่งใดสิ่งหนึ่ง

(English)



General Education course/Minor
Intermediate Spanish 2
College
ICLS 312

Undergraduate Program
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Division Humanities and Language

Express desire, complaint and necessity; tell anecdotes; express cause and effect; express interests and feelings; Present Subjunctive; talk about personal relationships; disagree in a formal and informal situation; ease a disagreement; describe specifications and how something works.

2. Credit hours per trimester

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 new grammar concepts (present subjunctive, future tense, and Passive Voice) and use them in texts (written and oral).

CLO2: Apply intermediate grammar and vocabulary knowledge to produce oral and written texts (analogical and digital) about personal topics and daily life activities in any tense, as well as about more advanced topics (news articles, hypotheses...)

CLO3: Conduct communication exchanges, using intermediate level skills, about personal topics and daily activities in any tense, as well as about more advanced topics (news articles, hypotheses...)

CLO4: Read and paraphrase intermediate texts (digital and analogical) in Spanish related to personal topics and daily activities in any tense, as well as to about more advanced topics (news articles, hypotheses...)

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

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

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	- In class feedback - Evaluation on assignments - Quiz 1/ Midterm Part 1



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	ICT tools (Kahoot, Powerpoint presentations)	- Final examination
CLO2	Group work on writing strategies Group work on speaking activities Lecture ICT tools (Video recording)	- In class feedback - Evaluation on assignments - Quiz 1/ Midterm oral examination - Quiz 1/ Midterm 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/ Midterm reading activities - Final exam
CLO5	Lecture Group work to discuss cultural differences Project based learning (Research and PowerPoint presentation about current political problems in Spanish speaking countries)	- In class feedback - Evaluation on various assignments - Quiz 1/ Midterm - Final exam
CL06	Group discussion Project based learning Student's centered	- In class feedback - Evaluation on various in class group assignments - Quiz 1/ Midterm oral examination

Section 5 Teaching and Evaluation Plans

1. Teaching plan

Wee	Topic	Number of Hours	Teaching Activities/ Media	Lecturer
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k		Lecture Hours	Lab/Field Trip/Internship Hours		
1	Review 311 To express desire, complaint and necessity (Present subjunctive 1)	4		Revision content presented in 311 and presentation of present subjunctive tense to express desire, complaint and necessity. Group activity where students react to different situations to express desire, complaint and necessity.	MARIA DEL MAR CALERO GUERRERO, DR. JUAN CARLOS OLMOS ALCOY and Dr. LEYRE ALEJADRE BIEL
2	To value situation and facts and tell anecdotes (Present subjunctive 2)	4		Lexical presentation in prezis of new vocabulary items related to tell anecdotes. This vocabulary is taught using different techniques and games to remember them. Listening activities to identify specific information related to anecdotes.	
3	Show interest listening a story and express cause and effect Project 1	4		Listening activities to learn different types of ways to show interest when listening a story. Project 1 presentation.	
4	Express interests and feelings	4		Reading activity to learn the grammar and lexical characteristics related to	



				expressing interest and feelings. Pair activities to interview about their interest and feelings.
5	Talk about personal relationships.	4		Inductive teaching method to learn different type of personal relationships lexicon. Reading comprehension activity about different types of relationships.
6	Review QUIZ 1 Disagree in formal and informal contexts Project 2	4		Listening and reading activities used as a model to learn how disagree in formal and formal situations. Pair activity practicing with different roles related to complaint situations. Review for Midterm1/Quiz1
7	Midterm/Quiz 1	4		Quiz 1: Assessment of 4 skills
8	Ease a disagreement	4		Dynamic activity to learn grammar and vocabulary related to ease a disagreement. Role play about disagreements.
9	Counter rebut and argument Project 3	4		Dynamic activities to learn pragmatic and cultural strategies to counter rebut



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				an argument.	
10	Describe specifications on how something works	4		Video listening activity to learn how to talk about specifications on how something works.	
11	Express an opinion about objects	4			
12	Recapitulation of all the grammar and cultural aspects of Spanish covered during Term 2. Project 4	4		Various activities to review all the content presented during the trimester using Kahoot, pair work, group work activities involving movement in the classroom)	
13	Final Examination	2			
	Total	Lecture 48 hours Self-study 96 hours			

2. Plan for Assessing Course Learning Outcomes

2.1 Assessing and Evaluating Learning Achievement

a. Formative Assessment

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b. Summative Assessment

(1) Tools and Percentage Weight in Assessment and Evaluation



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Learning Outcomes	Assessment Methods	Assessment Ratio (Percentage)	
CLO1: Identify new grammar concepts (present subjunctive, future tense, and Passive Voice) and use them in texts (written and oral).	Final examination	12	20
	Quiz 1/ Midterm Part 1	4	
	Quiz 1/ Midterm Part 2	2	
	In class activities	2	
CLO2: Apply intermediate grammar and vocabulary knowledge to produce oral and written texts (analogical and digital) about personal topics and daily life activities in any tense, as well as about more advanced topics (news articles, hypotheses...)	Final examination	20	30
	Quiz 1/Midterm	4	
	Group activities in class	2	
	Individual In class activities	4	
CLO3: Conduct communication exchanges, using intermediate level skills, about personal topics and daily activities in any tense, as well as about more advanced topics (news articles, hypotheses...)	Quiz 1/Midterm oral examination	6	15
	oral presentation in class	6	
	Oral group activities In class	3	
CLO4: Read and paraphrase intermediate texts (digital and analogical) in Spanish related to personal topics and daily activities in any tense, as well as to about more advanced topics (news articles, hypotheses...)	Final examination	10	15
	Quiz 1/ Midterm Part 1	2	
	Quiz 1/ Midterm Part 2	2	
	In class activities	1	
CLO5: Explain more deeply cultural differences between Spanish speaking countries and their own country and other countries (in written or orally).	Quiz 1/ Midterm Oral examination	1	10
	Final examination	8	
	In class feedback	1	
CLO6: Responsibly communicate and work with classmates to create intermediate texts (oral and written) in Spanish and present them in class.	Quiz 1/ Midterm Oral examination	4	10
	In class presentation activities	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

In case of appeal follow OOA procedures



Section 6 Teaching Materials and Resources

1. Textbooks and/or other documents/materials

- 1) Corpas, J., Gracia, E. and Garmendia, A., (2013). Aula Internacional 3. Curso de Español. Nueva Edición. Difusión, S. L.
- 2) 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

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

ICLS 312	Learning Outcomes in General Education (MU-GE LOs)						
	ML O1	ML O2	ML O3	MLO 4	MLO5	MLO6	MLO7
CLO1: Identify new grammar concepts (present subjunctive, future tense, and Passive Voice) and use them in texts (written and oral).	1.1						
CLO2: Apply intermediate grammar and vocabulary knowledge to produce oral and written texts (analogical and digital) about personal topics and daily life activities in any tense, as well as about more advanced topics (news articles, hypotheses...)					5.1		
CLO3: Conduct communication exchanges, using intermediate level skills, about personal topics and daily activities in any tense, as well as about more advanced topics (news articles, hypotheses...)			3.1				
CLO4: Read and paraphrase intermediate texts (digital and analogical) in Spanish related to personal topics and daily activities in any tense, as well as to about more advanced topics (news articles, hypotheses...)	1.1.						
CLO5: Explain more deeply cultural differences between Spanish speaking countries and their own country and other countries (in written or orally).				4.1	5.1		7.1
CLO6: Responsibly communicate and work with classmates to create intermediate texts (oral and written) in Spanish and present them in class.							7.1

Table 2 The description of MU-GE LOs and Sub LOs of the course



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MU-GE LOs	Sub LOs
MLO1 1. create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1.1 identify concepts related to the concept 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 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	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
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

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



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Competences	LOs:	Sub LOs:
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