



Course Tag Reflection Exemplar **Communication Skills**

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SPA 302 / LAS 315: Advanced Language Usage

Identify the course learning objectives in the syllabus that are clearly aligned to Communication Skills and respective assignment(s).

The following course learning objective from the syllabus that most clearly aligns with the Communication Skills Shared Competency is: By the end of this course students will improve in the five skillsets set forth by ACTFL (The American Council of Teachers of Foreign Languages) which are: speaking, listening, reading, writing and culture. They will achieve this goal by: Deepening their knowledge base of grammatical structures and vocabulary expressions that will enrich their ability to communicate.

Explain the connection between specific assignment(s) and Communication Skills. At least 30% of the course grade must engage students in the selected competency for the course to be tagged.

This course is wholly designed around improving students' communication abilities in Spanish. All of the in class activities, readings and assignments strive to reach this goal.

Class Involvement (20%):

The class is given entirely in Spanish as it is expected that students come to class prepared to share questions and reflections on the previous nights' assignments. This will be completed in small group work, short presentations, listening and watching authentic material and reflecting upon it both in spoken and written form, preparing and presenting review lessons for classmates prior to exams and simulations of various real life experiences with classmates and native speakers.

Homework (20%)

Before completing homework assignments, students will read articles in order to review the material. This individual homework is designed to provide intensive practice of Spanish grammar structures at the same time that it provides information on standard use. Examples of such assignments includes but is not limited to reading and practicing various grammar structures through reflecting on various literary genres, watching short films or television programs and preparing for conversations with native speakers and exam peer-review activities.

Creative and critical reflections (15%)

Students will watch, listen to, or read different literary genres and write an analysis of grammatical structures within the material and interpret the piece in such a way that highlights the grammar structure being studied. These interpretations can be presented through various forms: written reflections, collaborative presentations, individual oral recordings, and responses to others' presentations.

Exams (25%)

Students will analyze a literary piece and communicate their comprehension and interpretation of the material using the grammar structures being assessed.

Quizzes (20%)

Students will effectively communicate their understanding of the topics being presented through short assessments.

100% of this course is designed to include the communication skills of listening, reading, writing, and speaking.

Describe in detail the instructional strategies faculty use to intentionally teach Communication Skills in the course.

This course is designed for students to advance their ability to communicate in Spanish. Because of this, various communicative approaches are used in and outside of the classroom. Such strategies are incorporated into the lesson in Spanish and include but are not limited to small and large group discussions, collaborative and individual presentations, role play scenarios, pair work, written reflections, conversations with native speakers and reading and listening comprehension and interpretive activities.

Describe the feedback tool(s) faculty use to support students' competency development on Communication Skills.

All assignments are graded with a rubric that has space for both corrections (in the case of grammar exercises) and subjective comments (in the case of written reflections). Students also engage in peer editing exercises when working on group projects. In class, students get immediate feedback when speaking through strategies such as rephrasing or non-verbal cues from the instructor.

The instructor is available to meet privately to review all feedback.