



# NORTHERN ARIZONA UNIVERSITY

**UCC/UGC/ECCC**

Proposal for New Course

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**Please attach proposed Syllabus in approved university format.**

1. Course subject and number: SPAN 102 2. Units: 4  
**See upper and lower division undergraduate course definitions.**

3. College: Extended Campuses 4. Academic Unit: Personalized Learning

5. Student Learning Outcomes of the new course. (*Resources & Examples for Developing Course Learning Outcomes*)

The successful student will be able to:

- Demonstrate an understanding of the main idea and some of the supporting details of spoken Spanish intended for beginning college students.
- Initiate and respond verbally to simple statements, ask and answer questions and participate in simple conversations about familiar topics with sufficient accuracy in pronunciation and grammar so as to be understood by Spanish language learners and Spanish language speakers.
- Comprehend simple, edited written material on topics related to everyday uses of the Spanish language and Spanish-speaking culture.
- Compose short, coherent compositions on familiar topics with sufficient accuracy in grammar, spelling, punctuation, and vocabulary so as to be understood by persons accustomed to interacting with Spanish language learners and speakers.
- Demonstrate an understanding of some significant cultural traits of the Spanish-speaking world (customs, lifestyles, attitudes, geography, famous people, etc.).

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*).

This course is being created to support the transcription of NAU credit through the Personalized Learning program for the Arts and the General Education Requirements. The content is demonstrated in the competency map

7. Effective **BEGINNING** of what term and year? Spring, 2013  
**See effective dates calendar.**

8. Long course title: First Semester Spanish  
(*max 100 characters including spaces*)

9. Short course title: First. Sem SPAN  
(max. 30 characters including spaces)

10. Catalog course description (max. 60 words, excluding requisites):

This course will introduce basic skills, including comprehension, speaking, reading, and writing. The emphasis will be on the fundamentals of grammar, basic vocabulary, conversation, and culture.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

Yes  No

If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses?

Yes  No

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

This course does not duplicate content of existing courses, but is aligned to the learning outcomes from SPA 101.

13. Will this course impact any other academic unit's enrollment or plan(s)?

Yes  No

If yes, include a letter of response from each impacted academic unit.

14. Grading option:

Letter grade

Pass/Fail

Both

15. Co-convened with: n/a

14a. UGC approval date\*: n/a

(For example: ESE 450 and ESE 550) See co-convening policy.

\*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: n/a

(For example: ES 450 and DIS 450) See cross listing policy.

Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?

Yes  No

16a. If yes, maximum units allowed? \_\_\_\_\_

16b. If yes, may course be repeated for additional units in the same term?

Yes  No

18. Prerequisites: \_\_\_\_\_

If prerequisites, include the rationale for the prerequisites.

Pre-requisite content sequencing and verifications are completed through pre- and post-test and in conjunction with faculty mentors, and are integrated into the curriculum as demonstrated in the competency maps.

19. Co requisites: \_\_\_\_\_  
If co requisites, include the rationale for the co requisites.

None

20. Does this course include combined lecture and lab components? Yes  No   
If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: PL Faculty to be hired for Spring 2013 semester.

**Answer 22-23 for UCC/ECCC only:**

22. Is this course being proposed for Liberal Studies designation? Yes  No   
If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes  No   
If yes, include a Diversity proposal and syllabus with this proposal.

\_\_\_\_\_  
Reviewed by Curriculum Process Associate Date

**Approvals:**

\_\_\_\_\_  
Department Chair/ Unit Head (if appropriate) Date

\_\_\_\_\_  
Chair of college curriculum committee Date

  
\_\_\_\_\_  
Dean of college Date 11/13/12

For Committee use only:

*Chris M...*

*11-7-12*

UCC/UGC/ECCC Approval

Date

Approved as submitted:

Yes  No

Approved as modified:

Yes  No



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**Personalized Learning**

## **PERSONALIZED LEARNING**

### **SYLLABUS**

#### **First Semester Spanish (SPAN 102)**

##### **I. Course Description**

This course introduces the basic skills: comprehension, speaking, reading, and writing. Fundamentals of grammar, basic vocabulary, conversation, and culture through a variety of approaches are introduced to students.

##### **II. Student Learning Outcomes**

The successful student will be able to:

- Understand some significant cultural traits of the Spanish-speaking world (customs, lifestyles, attitudes, geography, famous people, etc.).
- Understand the main idea and some of the supporting details of spoken Spanish intended for beginning college students.
- Initiate and respond verbally to simple statements, ask and answer questions and participate in simple conversations about familiar topics with sufficient accuracy in pronunciation and grammar so as to be understood by Spanish language learners and Spanish language speakers.
- Read simple, edited written material on topics related to everyday uses of the Spanish language and Spanish-speaking culture.
- Write short, coherent compositions on familiar topics with sufficient accuracy in grammar, spelling, punctuation, and vocabulary so as to be understood by persons accustomed to interacting with Spanish language learners and speakers.



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Personalized Learning

## **SYLLABUS**

### **First Semester Spanish**

### **(SPAN 102)**

#### **I. Course Description:**

This course will introduce basic skills, including comprehension, speaking, reading, and writing. The emphasis will be on the fundamentals of grammar, basic vocabulary, conversation, and culture.

#### **II. Student Learning Outcomes:**

- Demonstrate an understanding of the main idea and some of the supporting details of spoken Spanish intended for beginning college students.
- Initiate and respond verbally to simple statements, ask and answer questions and participate in simple conversations about familiar topics with sufficient accuracy in pronunciation and grammar so as to be understood by Spanish language learners and Spanish language speakers.
- Comprehend simple, edited written material on topics related to everyday uses of the Spanish language and Spanish-speaking culture.
- Compose short, coherent compositions on familiar topics with sufficient accuracy in grammar, spelling, punctuation, and vocabulary so as to be understood by persons accustomed to interacting with Spanish language learners and speakers.
- Demonstrate an understanding of some significant cultural traits of the Spanish-speaking world (customs, lifestyles, attitudes, geography, famous people, etc.).