

APPLICATION FOR NEW COURSE

1. Submitted by the College of Arts & Sciences Date: 9/24/2008

Department/Division proposing course: Hispanic Studies

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number SPA 653

b. Title* Studies in Spanish Pedagogy: [subtitle required]

*If title is longer than 24 characters, offer a sensible title of 24 characters or less: Studies in Span Pedagogy

c. Courses must be described by at least one of the categories below. Include number of actual contact hours per week..

- () CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY () LECTURE () INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY () SEMINAR () STUDIO (3) OTHER - Please explain: Lecture and Discussion

d. Please choose a grading system: [X] Letter (A, B, C, etc.) [] Pass/Fail

e. Number of credit hours: 3.0

f. Is this course repeatable? YES [X] NO [] If YES, maximum number of credit hours: 6.0

g. Course description:

Offers students a theoretical and practical overview of L2 Spanish pedagogy as a means to empower them as language instructors who can intelligently select and evaluate pedagogical theories and practices. Students will have the opportunity for hands-on implementation of theory in their own classroom practice.

h. Prerequisite(s), if any:

SPA 603 "Spanish Applied Linguistics"

i. Will this course also be offered through Distance Learning? YES [] NO [X]

If YES, please check one of the methods below that reflects how the majority of the course content will be delivered:

- Internet/Web-based [] Interactive video [] Extended campus []

3. Supplementary teaching component: [X] N/A or [] Community-Based Experience [] Service Learning [] Both

4. To be cross-listed as: MORTORIUM ON APPROVAL OI / Prefix and Number printed name Cross-listing Department Chair signature

5. Requested effective date (term/year): Fall / 2009

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6. Course to be offered (please check all that apply): Fall Spring Summer
7. Will the course be offered every year? YES NO
If NO, please explain: The course will rotate with other Spanish linguistics courses in a 3-year cycle.
8. Why is this course needed?

This course counts toward the Allied Field in Hispanic Linguistics, specifically the Applied Linguistics strand.
9. a. By whom will the course be taught? Dr. A. Brown, Dr. Y. Paz, Dr. H. Symeonidis
- b. Are facilities for teaching the course now available? YES NO
If NO, what plans have been made for providing them?

10. What yearly enrollment may be reasonably anticipated?
approx. 15 each time it is offered
11. a. Will this course serve students primarily within the department? Yes No
- b. Will it be of interest to a significant number of students outside the department? YES NO
If YES, please explain.

This course may ultimately be cross-listed with courses from other departments across campus, such as Linguistics and MCL. For those Spanish-speaking students from other departments, this course could possibly count toward their programs of study. Moreover, it could potentially be taught in English to appeal to a wider audience.
12. Will the course serve as a University Studies Program course[†]? YES NO
If YES, under what Area? _____
[†]AS OF SPRING 2007, THERE IS A MORTORIUM ON APPROVAL OF NEW COURSES FOR USP.
13. Check the category most applicable to this course:
- traditional – offered in corresponding departments at universities elsewhere
 - relatively new – now being widely established
 - not yet to be found in many (or any) other universities
14. Is this course applicable to the requirements for at least one degree or certificate at UK? Yes No
15. Is this course part of a proposed new program? YES NO
If YES, please name: _____
16. Will adding this course change the degree requirements for ANY program on campus? YES NO
If YES[†], list below the programs that will require this course:



[†]In order to change the program(s), a program change form(s) must also be submitted.

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17. The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18. Check box if course is 400G- or 500-level, *you must include a syllabus showing differentiation* for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)
19. Within the department, who should be contacted for further information about the proposed new course?

Name: Dr. Alan V. Brown Phone: 257-7093 Email: alan.brown@uky.edu

20. Signatures to report approvals:

1/28/09	ANA RUEDA	
DATE of Approval by Department Faculty	printed name	Reported by Department Chair signature
3/31/09	L. Baehas	
DATE of Approval by College Faculty	printed name	Reported by College Dean signature
*	/	/
* DATE of Approval by Undergraduate Council	printed name	Reported by Undergraduate Council Chair signature
*	/	/
* DATE of Approval by Graduate Council	printed name	Reported by Graduate Council Chair signature
*	/	/
* DATE of Approval by Health Care Colleges Council (HCCC)	printed name	Reported by Health Care Colleges Council Chair signature
*	Reported by Office of the Senate Council	
* DATE of Approval by Senate Council	Reported by Office of the Senate Council	
*	Reported by Office of the Senate Council	
* DATE of Approval by University Senate	Reported by Office of the Senate Council	

*If applicable, as provided by the *University Senate Rules*

ARTS AND SCIENCES
EDUCATIONAL POLICY COMMITTEE
INVESTIGATOR REPORT

<http://www.as.uky.edu/working/collegiate-governance/education-policy-committee/proposals/default.aspx>

INVESTIGATING AREA: Humanities

COURSE, MAJOR, DEGREE or PROGRAM: SPA 653

DATE FOR EPC REVIEW: Mar. 31, 2009

CATEGORY: NEW, CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
3. List contacts with program units on the proposal and the considerations discussed therein.
4. Additional information as needed.

5. A&S Area Coordinator Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Education Policy Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

Anibal Biglieri

7.

A&S Educational Policy Committee, Humanities Area Coordinator
Anibal Biglieri, biglieri@email.uky.edu 257-4640

Date: 3/31/09

**HISPANIC STUDIES / SPA 653
L2 SPANISH LANGUAGE ASSESSMENT**

Instructor:	Dr. Alan V. Brown			
Office:	POT 1127	E-mail:	alan.brown@uky.edu	Class Time:
Office Hours:		Ph:	257-7093	Room:

This syllabus will be made available electronically.

REQUIRED COURSE MATERIALS:

- Bachman, L. & Palmer, A. (1996). *Language Testing in Practice*. Oxford: Oxford University Press.
- Bordón, T. (2006). *La evaluación de la lengua en el marco de E/L2: Bases y procedimientos*. Madrid: Arco Libros.
- Selected readings as listed in the weekly schedule and in the bibliography.

COURSE DESCRIPTION AND OBJECTIVES: This course provides students with a theoretical and practical overview of L2 Spanish language assessment as a means to empower them as language instructors who can appropriately design valid assessment instruments and insightfully evaluate them. Fundamental theoretical concerns in language assessment and testing such as reliability, validity, practicality, and washback will be covered in depth. The course will also consider the nature of second language competence with its accompanying constructs insofar as they relate to assessment. Practical concerns regarding the many stages of test development, administration, and impact (washback) for each of the primary language skills will also be addressed. In a very concrete sense, students will apply these concepts as they search out actual language assessment instruments and tests currently used of various types for detailed analysis and critique. Furthermore, students will be asked to design, administer, and analyze the results of a brief assessment prepared for their own language students. Finally, students will gain greater understanding of one particular aspect of language assessment as they draft a paper synthesizing research related to a topic of their choosing.

Therefore, the following learner outcomes have been identified:

Students will . . .

- demonstrate understanding of fundamental concerns in L2 language assessment and testing such as validity, reliability, practicality, washback, etc.;
- consider practical concerns at each step of test development, administration, and validation;
- understand the particularly complex nature of sufficiently delimiting language constructs so as to facilitate valid and reliable assessment;
- concretely evaluate tests and other assessments currently available and in use;
- develop, administer, and evaluate assessments for each of the primary language skills with their own students;
- provide a research synthesis of one particular issue covered in the readings or in class.

COURSE METHOD: As the topics covered in the course will be new to most students, students must set aside ample time to not only read the assigned material but to understand it. That is to say that students must not rely on prior knowledge or experience with the topics covered and, therefore, they must make their reading of assigned material very thorough. While some of class time will be dedicated to lecture and teacher-centered explanations, a significant portion of class time will be allotted for students to work in small groups and pairs to make sense of the readings and the topics at

hand. Much of class time will be devoted to discussion, teacher and student presentations of reading content, question generation, and question and answer sessions between classmates. Often, the professor will spur discussion by formulating questions based on the readings which students will answer in small groups. At times students will be asked to bring in examples or reflect on particular issues raised in class and how they relate to their own experiences. Classes will be conducted almost entirely in Spanish although at times it will be necessary to make use of English while discussing English-language readings.

COURSE REQUIREMENTS:

Attendance. Because group/pair work, and oral discussions of assigned readings are crucial to understand the material, attendance is mandatory and will affect students' final grades. All students may miss 2 absences for any reason with absolutely no penalty. **Any student who misses 3 or more classes must meet with the professor to discuss his/her further participation in the course.**

Remember that the 2 permitted absences are intended to provide for such eventualities as illness (including trips to the university health clinic), family emergencies, etc. (see University Senate Rules 5.2.4.2 for explanation). Unexcused absences, i.e. those lacking documentation and not defined by Senate Rule 5.2.4.2, beyond these 2 will be penalized as outlined above. Any arrivals of 25 minutes late or more will be counted as an absence. If you must be absent, it is your responsibility to contact a classmate and find out what you missed and what is due in the next class should the professor make changes to the daily schedule.

1. Reading Reflection Journal (10 x 1.5% = 15%). On the days indicated in the syllabus, students will turn in a reflection relating to that week's assigned readings and how it relates to their own experiences with and thoughts on language assessment/testing. These reflections should consist of all or a portion of the following: short summary statements of that week's readings, students' sincere questions arising from the readings, ideas for future research, personal examples relevant to the readings' topics, critiques of a particular reading's research design or conclusions, and any other personal insights or reactions to that week's readings. These reflections must be at least 300 words minimum and are graded on a 3-point scale: 0 = not turned in when requested by professor regardless of reason, 1 = less than 450 words or 450 words with superficial reflections whose language is incoherent and impenetrable; 2 = fulfills minimum word count but reactions lack depth and language lacks refinement; 3 = fulfills minimum word count, makes use of appropriate register and rhetorical conventions, and embodies thoughtful reflection.

3. Mid-term (10%) and Final Take-home Exams (15%) (10% + 15% = 25%). Two take-home exams will be administered; the first will take place approximately half way through the semester and the second at the end of the semester. The exam responses will be primarily written in Spanish although at least one question on each exam will be in English. Students are expected to use their most polished, formal academic prose and may refer to any assigned reading or other print material when drafting their responses but may NOT consult with any other living human being either in person or through written correspondence! A word-count limit will be enforced and students will have a limited number of days to complete the exam. More details regarding the take-home exams will be given in class.

4. Presentation (1 x 10%=10%). Students will sign up once to present a particular reading to the rest of the class. Students must prepare a handout/study guide for classmates as part of the presentation. More details regarding the presentation will be given in class.

5. Test Evaluation Project (1 x 10% = 10%). For this project students must, first, identify a language test(s)* from a class(es) with which they have some degree of familiarity that assesses all four skills (i.e., listening, speaking, reading, writing), 2) critically analyze the validity, reliability, and practicality of their chosen test(s) using the criteria discussed in class and in the readings. More details regarding this project will be given in class.

*These may be tests from classes they have taught or from classes they have taken as students.

6. Test Development Portfolio (4 x 5% = 20%). After studying how best to assess each of the primary language skills, students will design and administer 4 mini-tests, or quizzes, to be used in their own classes (or the class of a colleague in the course). Students will solicit feedback from test-takers and then must analyze students' results from one test with basic statistics to be covered in class. More details regarding the portfolio will be given in class.

7. Research Paper (1 x 20% = 20%). Each student will choose one of the topics covered in the course, or a closely related topic not covered, and write a 15-20 page, double-spaced research synthesis and critique. Topics must relate to a concrete assessment, or testing, related issue and may be drawn from assigned readings, classroom discussions, or students' own personal curiosity or reflections. Students are expected to articulate a clear research question(s). The topic/problem must be presented formally to the professor for authorization via a 250-300 word abstract with 5 to 10 relevant references. The paper will include a critical review of research related to the chosen "problem" and can be written in either Spanish or English. The on-time submission and correct completion of the abstract will be worth 5% of the final grade and the final paper will be worth 15%. All students must work with a peer in reviewing and editing their paper. The instructor will pass out detailed criteria for the evaluation and revision of the paper. Peer editors must sign their partner's final version attesting that they diligently reviewed the paper for content, mechanics, grammar, and register. More details regarding the research paper and the accompanying due dates will be given in class.

The following grading criteria will be used to determine your final grade for this course:

A 100-90 **B** 89-80 **C** 79-70 **E** 69 and below

GRADE BREAKDOWN: The course grade will be determined as follows:

Reading Reflection Journal (10 x 1.5%)	15%
Take-home Exams (10% + 15%)	25%
Test Development Portfolio (4 x 5%)	20%
Test Evaluation Project	10%
Presentation	10%
Research Paper	20%
Total	100%

ACADEMIC INTEGRITY: All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website: http://www.uky.edu/USC/New/rules_regulations/index.htm. The Ombud site also has information on plagiarism found at <http://www.uky.edu/Ombud>.

TECHNOLOGY USE: Please be sure to power **OFF** all cell phones, pagers, ipods, and other electronic devices before entering class. If you choose to use a laptop during class to aid you in learning course material and achieving course objectives, please ensure that it does not interfere with your ability to focus on and participate in classroom activities such as teacher-led discussions or small group work.

DISABILITY ACCOMODATIONS: If you have a documented disability that requires academic accommodations, please see me. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu).

Department of Hispanic Studies
L2 Spanish Language Assessment
TENTATIVE SCHEDULE OF ASSIGNMENTS

** The instructor has the right to make any necessary changes to adapt the schedule to fit the progress of the class.

DATE	IN CLASS	TO READ/PREPARE, OR TURN IN, BY CLASS
Week 1	Introduction to Language Assessment	Bachman, Chap. 1 (pp. 3-16); Bordón, Introducción (pp. 17-24)
Week 2	Types of L2 Assessment	Bordón, Cap. 2 (pp. 43-54)
Week 3	Fundamental Considerations for L2 Testing and Assessment	Bachman, Chap. 2 (17-42); Bordón, Cap. 3 (pp. 55-72)
Week 4	Exam Types and Objectives <i>(Presentations on Readings)</i>	Bachman, Chap. 3 (43-60); Bordón, Cap. 4 (pp. 73-96)
Week 5	Test Selection and Design <i>(Presentations on Readings)</i>	Bachman, Chap. 4 (61-82); Bordón, Cap. 5 (pp. 97-106)
Week 6	Assessment of Reading Comprehension <i>(Presentations on Readings)</i>	Bachman, Chap. 5 (84-93); Bordón, Cap. 6 (pp. 107-140)
Week 7	Assessment of Listening Comprehension <i>(Presentations on Readings)</i>	Bachman, Chap. 6 (95-132); Bordón, Cap. 7 (pp. 141-162); Mid-term Take-home Exam Available
Week 8	Assessment of Interaction and Productive Skills <i>(Presentations on Readings)</i>	Mid-term Take-home Exam Due; Bachman, Chap. 7 (133-156); Bordón, Cap. 8 (pp. 163-180)
Week 9	Assessment of Writing Ability <i>(Presentations on Readings)</i>	Bachman, Chap. 8 (157-169); Bordón, Cap. 9 (pp. 181-198)
Week 10	Assessment of Oral Ability <i>(Presentations on Readings)</i>	Bachman, Chap. 9 (171-180); Bordón, Cap. 10 (pp. 199-234)
Week 11	Open Response/Subjective Evaluation <i>(Presentations on Readings)</i>	Bachman, Chap. 10 (181-191); Bordón, Cap. 11 (pp. 235-258); Test Evaluation Project Due
Week 12	Evaluation of linguistic sub-competencies <i>(Presentations on Readings)</i>	Bachman, Chap. 11 (193-229); Bordón, Cap. 12 (pp. 259-282)

Week 13	Alternative Assessments <i>(Presentations on Readings)</i>	Bachman, Chap. 12 (231-248); Bordón, Cap. 13 (pp. 283-298); Bordón & Liskin-Gasparro, Cap. 6 (pp. 236-247) Test Development Portfolio Due
Week 14	Impact of Test Use/Washback <i>(Presentations on Readings)</i>	Bordón, Cap. 14 (pp. 299-304); Final Take-home Exam Available
Week 15	Final Paper Presentations; Summary & Final Word	Final Take-home Exam Due; Research Paper Due by noon on Final Exam Date

Relevant Bibliography

- Bachman, L. & Palmer, A. (1996). *Language Testing in Practice*. Oxford: Oxford University Press.
- Bordón, T. (2006). *La evaluación de la lengua en el marco de E/L2: Bases y procedimientos*. Madrid: Arco Libros.
- Bordón, T. & Liskin-Gasparro, J. (2007). Evaluación. In M. Lacorte (Ed.), *Lingüística aplicada del español* (pp. 211-251). Madrid: Arco/Libros.
- Bordón Martínez, T. (2005). La evaluación de la expresión oral y de la comprensión auditiva. In J.S. Lobato & I.S. Gargallo (Eds.), *Vademécum para la formación de profesores* (pp. 983-1003). Madrid: Sociedad general española de librería.
- Pacheco, J. & Pacheco, A. (2005a). La evaluación de la expresión escrita. In J.S. Lobato & I.S. Gargallo (Eds.), *Vademécum para la formación de profesores* (pp. 1005-1024). Madrid: Sociedad general española de librería.
- Pacheco, J. & Pacheco, A. (2005b). La evaluación de la expresión lectora. In J.S. Lobato & I.S. Gargallo (Eds.), *Vademécum para la formación de profesores* (pp. 1025-1041). Madrid: Sociedad general española de librería.