

Department of Spanish and Portuguese-University of New Mexico
Sabine Ulibarrí Spanish as a Heritage Language (SSL) Program
SPAN111, SPAN112, SPAN211 and SPAN212

SHL Student Learning Outcomes

SPAN 111: Elementary Spanish as a Heritage Language I

By the end of SPAN111, students will be able to...

- 1) Engage in simple exchanges in a present-tense context in which the student uses appropriate vocabulary to describe their daily lives in the university and in the community. [UNM Core Area 6.1]
- 2) Utilize understandable pronunciation in the target language in order to construct phrases that are meaningful to the listener in descriptions of familiar topics. [UNM Core Area 6.1]
- 3) Write an essay in present-tense contexts describing a cultural practice of the student's speech community that uses appropriate vocabulary and demonstrates mastery of verb/subject agreement. [UNM Core Area 6.1]
- 4) Organize their essay writing in the target language in a way that is coherent, organized into logical rhetorical segments (introduction, body, conclusion), and that effectively conveys the main points to the reader. [UNM Core Area 6.1, 6.2 & 6.3]

SPAN 112: Elementary Spanish as a Heritage Language II

By the end of SPAN112, students will be able to...

- 1) Engage in simple exchanges in present and past-tense contexts in which the student uses appropriate vocabulary to describe their daily lives and narrate events in the past. [UNM Core Area 6.1]
- 2) Utilize understandable pronunciation in the target language in order to construct phrases that are meaningful to the listener in descriptions of familiar topics. [UNM Core Area 6.1]
- 3) Write an essay that narrates a series of events in the past using verb tenses appropriately (preterit and imperfect) and rich vocabulary that indicates engagement in the course. [UNM Core Area 6.1]
- 4) Organize their essay writing in the target language in a way that is coherent, organized into logical rhetorical segments (introduction, body, conclusion), and that effectively conveys a series of past events to the reader. [UNM Core Area 6.1 & 6.2]

SPAN 211: Intermediate Spanish as a Heritage Language I

By the end of SPAN211, students will be able to...

- 1) Exchange information on a wide variety of familiar topics in which the students use appropriate vocabulary to describe their daily lives and narrate events in the past with some degree of ease and confidence. [UNM Core Area 6.1]
- 2) Utilize understandable pronunciation in the target language in order to construct phrases that are meaningful to the listener in conversations describing familiar topics and cultural practices of the student's speech community. [UNM Core Area 6.1]
- 3) Write an essay that describes an interview with a community elder using verb tenses appropriately (present, preterit, and imperfect) and rich vocabulary that indicates engagement in the interview project. [UNM Core Area 6.1, & 6.2]
- 4) Organize their essay writing in the target language in a way that is coherent, organized into logical rhetorical segments (introduction, body, conclusion), and that demonstrates critical engagement in analyzing an interview with a community elder. [UNM Core Area 6.1, 6.2, 6.3, & 6.4]

SPAN 212: Intermediate Spanish as a Heritage Language II

By the end of SPAN212, students will be able to...

- 1) Exchange information on a wide variety of familiar topics in which the students use appropriate vocabulary to describe their daily lives, narrate events in the past, describe future events, and present hypothetical situation with some degree of ease and confidence. [UNM Core Area 6.1 & 6.2]
- 2) Utilize understandable pronunciation in the target language in order to construct phrases that are meaningful to the listener in conversations describing familiar topics and cultural practices of the student's speech community. [UNM Core Area 6.1 & 6.2]
- 3) Write a skit describing a social factor that effects Spanish-speaking communities in the US using verb tenses appropriately (present, preterit, and imperfect) and rich vocabulary that is indicative of native-like production. [UNM Core Area 6.1 & 6.2]
- 4) Organize their skit in the target language in a way that is coherent, organized into logical rhetorical segments (introduction, development, end), and that demonstrates critical engagement in analyzing social factors affecting Spanish-speaking communities in the US. [UNM Core Area 6.1, 6.2, 6.3, & 6.4]

*In addition to UNM Core Area 6: Non English Language, which are listed in the above SLOs due to their direct relevance, the SLOs described also assess core competencies in UNM Core Area 1: Writing and Speaking.